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ABSTRACT

The Richmond City Public Schools-Virginia Commonweath University Collaborative Teacher Education Program (CoTEEP) is a collaborative integration of preservice and inservice teacher education. Phase IV of this program (1985-1986) planned and developed collaboration in school-based preservice education and continued prior collaboration in inservice education. This study presents both qualitative and quantitative findings related to the themes of the concept of teacher development and program ownership, and assesses the collaborative planning, school-based teacher education activities, inservice teacher education, and perceptions of the developing program by preservice teachers. Chapter one describes the concept of collaboration and school-based inservice teacher education in the teacher education literature and analyzes the innovative aspects of the project from this framework. Chapters two and three present the findings on collaborative planning and development of school-based teacher education activities. Chapters four and five present the assessment of the workshop-seminar series and the graduates' perceptions of the collaborative program. Chapter six describes CoTEEP dissemination and Phase V planning. A summary of 1985-86 accomplishments and implications for Phase V are stated in chapter seven. Six pages of references are provided; the appendices provide numerous survey forms used in the study. (Author/JD)

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EVALUATION OF A COLLABORATIVE TEACHER EDUCATION PROGRAM*: PLANNING AND DEVELOPMENT OF SCHOOL-BASED PRESERVICE AND INSERVICE TEACHER EDUCATION, PHASE IV

*Richmond City Public Schools -
Virginia Commonwealth University

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October, 1986

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Several committees were also involved in developing the evaluation design. The Evaluation Committee, chaired by Dr. S. Schumacher, Evaluation Specialist, included Dr. B. Braxton, Dr. B. Sigmon, C. Fisher, and S. Redwine of Richmond City Public Schools. The university representatives were Dr. E. Zaret, Dr. M. Davis, and Dr. R. Rezba. The CoTEEP Planning Committee, composed of school and university personnel, devoted several meetings to the evaluation design. Although this report was reviewed by school and university personnel, the Evaluation Specialist takes responsibility for the interpretations.

Finally, our word processor, Linda Davis, of the School of Education Word Processing Center, has consistently provided expert typing of long instruments, complex charts of data, and several drafts of this report.

We express our sincere appreciation to each of these professionals.

Sally Schumacher

Kathryn Rommel-Esham

TABLE OF CONTENTS

Page

Chapter I: The Collaborative Teacher Education Program and Evaluation Design, Phase IV 1

- A. Literature Review: Collaborative School-Based Teacher Education Programs
- B. The Collaborative Teacher Education Program as an Innovation in Teacher Education
- C. The Milieu and Organizational Changes for Collaboration
  - 1. Admission Requirements to Teacher Preparation and Clinical Education: New Policies
  - 2. Student Teacher Placements
  - 3. Program Evaluation Procedures: Entering and Graduating Teacher Candidate Surveys
- D. Evaluation Focus, Models, Questions for Phase IV
- E. Evaluation Design and Procedures for Phase IV

Chapter II: Collaborative Planning for School-Based Teacher Education Activities 20

- A. Administrator Planning Retreat
  - 1. Description
  - 2. Assessment: Informal and Formal
- B. School Core Teacher Educator Workshop
  - 1. Description
  - 2. Assessment
- C. Summary: Information, Ideas, and Processes

Chapter III: Development of School-Based Teacher Education Activities 50

- A. Organization of Phase IV Program Components by the Planning Committee
- B. Participation in School-Based Teacher Education: The Pilot Schools
- C. Development of School-Based Teacher Education: The Pilot Schools
- D. Suggestions for Phase V School-Based Teacher Education

Chapter IV: Assessment of Workshop-Seminar Series for Inservice Teacher Educators 61

- A. Description and Assessment of the Instructional Leadership Seminar for Selected Teacher Educators
- B. Description and Assessment of Four Workshop-Seminars

Page

Contents Continued

Chapter V: Preservice Teachers' Participation and Graduates' Assessment of the Collaborative Teacher Education Program........ 82
- A. Preservice Teachers' Participation
- B. Graduates' Career Aspirations
- C. Graduates' Assessment of the Program
- D. Summary

Chapter VI: CoTEEP Dissemination Processes, Recognition, and Phase V Planning........ 90
- A. Dissemination Processes and Recognition
- B. Planning for Phase V of CoTEEP
  - 1. CoTEEP Graduates as Beginning Teachers
  - 2. Administrators' Planning for Lead Teachers
  - 3. CoTEEP Inservice Teacher Education Survey
- C. Summary

Chapter VII: Collaborative Processes, Accomplishments, and Implications........ 108
- A. Collaborative Processes
  - 1. Collaborative Organizational Change Processes
  - 2. Participant Program "Ownership"
  - 3. Awareness of Teacher Developmental Phases
  - 4. Quality of Interactions of School-Based Education
- B. Phase IV: Accomplishments
- C. Implications for Phase V

References........ 122

Appendices........ 128
- Administrator Planning Retreat Questionnaire
- Teacher Core Workshop Questionnaire
- Consultant Interview Schedule
- Instructional Leadership Seminar Attitude Survey
- Workshop-Seminar Series Questionnaire
- School-Based Teacher Education Activities Questionnaire
- Co-Directors' Ethnographic Interview Guide

FIGURES AND TABLES

Page

Figure 1 - Becoming a Teacher is a Long-Term Developmental Process....... 3

Table 1 - Administrators Planning Retreat Questionnaire.................. 29

Table 2 - Core Teachers Workshop Questionnaire........................... 41

Table 3 - Assessment of CoTEEP Workshop-Seminar Series................... 77

CHAPTER I: THE COLLABORATIVE TEACHER EDUCATION PROGRAM AND EVALUATION DESIGN, PHASE IV

The Richmond City Public Schools - Virginia Commonwealth University Collaborative Teacher Education Program (CoTEEP) is an innovative collaborative integration of preservice and inservice teacher education. The focus is on the interactions between three groups: Virginia Commonwealth University (VCU) elementary education preservice candidates, university consultants in the Division of Teacher Education, and inservice teachers in six elementary and middle project schools of Richmond City Public Schools (RPS).

Phase IV (1985-86) extended the collaborative efforts of RPS and VCU from program components field-tested in Phase II and Phase III to planning and development of school-based preservice and inservice teacher education. Phase II (1983-84) field-tested collaborative planning and collaborative inservice teacher education (Schumacher, 1984). Phase III (1984-85) planned and began development of collaboration in preservice teacher education, determined collaborative generic knowledge and educational beliefs objectives for preservice teachers, established university and school cores of teacher educators, and continued inservice teacher education (Schumacher, Esham, and Bauer, 1985). Program components in Phase IV focused on school-based preservice and inservice teacher education: 1) collaborative planning, i.e. Administrator Planning Retreat and the School Core Teacher Educator Workshop, 2) school-based teacher education activities, 3) inservice teacher education,

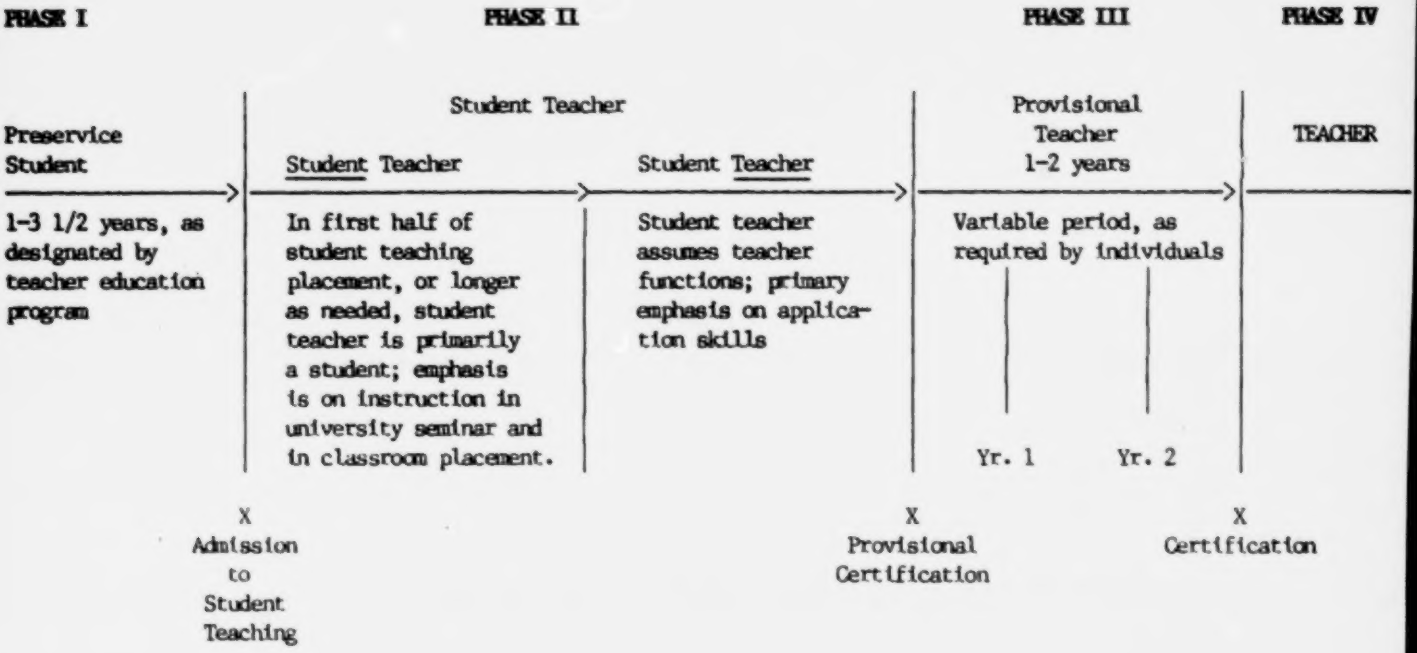
4) preservice teachers participation and assessment of their collaborative teacher education program and 5) planning for Phase V.

The underlying purposes or multifacet themes of Phase IV program components were "program ownership" and participant understanding of the concept of teacher development. Program ownership refers to the active involvement of school-based teacher educators in the planning, development, implementation and evaluation of preservice teacher education activities with implications for inservice teacher education. The concept of teacher development suggests preservice candidates begin development in field experiences, practica, and student teaching and continue development as beginning teachers. Teacher development also occurs for inservice teachers as beginning teachers, experienced teachers, and career teachers. The career teacher is an abstract concept which implies many notions associated with differentiated teacher instructional leadership roles. If the collaborative program is to enhance the quality of the interactions in teacher education, then program ownership and the understanding that developing a teacher is a long process seems crucial. A schematic illustration of the concept of teacher development is presented in Figure 1 - The Idea Behind CoTEEP: Becoming a Teacher is a Long-Term Developmental Process.

INSERT FIGURE 1

ABOUT HERE

This study presents the quantitative and qualitative findings related to the university and school organizational changes in the collaborative program, description and participant assessment of the planning retreat and workshop,


PHASE I
PHASE II
PHASE III
PHASE IV
Preservice Student
Student Teacher
Student Teacher
Student Teacher
Provisional Teacher 1-2 years
TEACHER
Yr. 1
Yr. 2
X Admission to Student Teaching
X Provisional Certification
X Certification

1-3 1/2 years, as designated by teacher education program

In first half of student teaching placement, or longer as needed, student teacher is primarily a student; emphasis is on instruction in university seminar and in classroom placement.

Student teacher assumes teacher functions; primary emphasis on application skills

Variable period, as required by individuals

———> = developmental progress from student to certified teacher

X = traditional decision points in moving through Phases are retained

FIGURE 1: Becoming a Teacher is a Long-Term Developmental Process*

* Davis, M. D. and Zaret, E. (1984)

participant and consultant assessment of the inservice teacher workshop-seminars, the assessment by the preservice teacher participants of the collaborative program, dissemination, and planning for Phase V (1986).

Chapter One describes the concept of collaboration and school-based inservice teacher education in the teacher education literature and analyzes the innovative aspects of the project from this framework. In addition, literature from school-based teacher education programs is briefly summarized. This chapter also describes the milieu and organizational changes for collaboration, the evaluation questions and design for Phase IV.

Literature Review: Collaborative School-Based Teacher Education Programs

The literature review on the concept of collaboration in teacher education and school-based inservice teacher education is reviewed. The innovative aspects of the project are analyzed from these two frameworks.

Collaboration in Teacher Education

The concept of collaboration, as are all concepts, is an illusive, abstract idea first articulated during the era of federally funded Trainers of Teacher Trainers (TTT) projects. These projects implemented a number of innovations in teacher education: "teaching centers," "teacher cores," and cooperative planning and implementation. The primary purpose of TTT projects was to improve the competence of college professors who taught prospective teachers (Lanier, 1983). Most of these projects and subsequent typical preservice-inservice teacher education programs, however, functioned as cooperative efforts rather than collaborative efforts.

Collaboration in teacher education implies that two institutions, a university and a school system, have different knowledge, resources, and expertise which are necessary to achieve a common goal: teacher effectiveness. The projected task is complex, i.e., providing a planned collaborative sequence of supervised preservice and inservice education. Collaboration contrasts with cooperation where one institution is viewed as having more knowledge, resources, or expertise and the second institution complies to its requests when reasonable. Collaboration implies a mutual interdependence, which is collegial in nature, to produce a comprehensive program which differs from previous cooperative arrangements. Further, the resulting comprehensive program is viewed as more effective than prior attempts by either institution. Collaboration suggests that each institution is willing to make internal institutional changes to attain the common goal of teacher effectiveness. When one institution makes changes in their internal operations through collaborative planning, the second institution jointly makes internal changes to facilitate implementation and thus achieve the common goal. A collaborative effort by different institutions is typically conducted in a climate of uncertainty and tension with a deductive approach to program development. Program development processes are ones of incremental decision-making rather than rationale, linear, or inductive decision-making. Because two institutions are involved in the collaborative organizational change, rather than just one institution, the process takes longer (Schumacher, Esham, and Bauer, 1985).

Much has been written about cooperative teacher education, continuing education, inservice training, staff development, and adult learning. A review of the literature (Bowman, 1974; Center for Educational Research and Innovation, 1982; Day, 1981; Lanier, 1983; and Maeroff, 1983) suggests a number of principles relevant for collaborative teacher education programs involving preservice teachers, inservice teachers, administrators, and university consultants. This literature review is summarized in Evaluation of a Collaborative Teacher Education Program: Planning, Development and Implementation, Phase III (Schumacher, Esham, and Bauer, 1985, pp. 2-4).

School-Based Inservice Teacher Education

Because of the innovative nature of the Collaborative Teacher Education Program, a review of the literature provided few references. There are, however, some reports of collaborative planning for staff development and for inservice teachers who serve as cooperating teachers with preservice candidates and as professional development leaders for school staffs.

Collaborative planning of inservice programs has been conducted with different procedures. The Pittsburgh Area Center for Teachers (PACT) operates on the principle that inservice programs must be planned with the teachers involved. Inservice education activities included internships, topical seminars, colleague support groups, and teacher networks (McCarthy and Popchock, 1980). A project involving university faculty, local administrators and physical education teachers used brainstorming to develop workshops based on needs and concerns cited by the participants (Beauchamp and Borys, 1980). Program organizers from the Teacher Center at the University of Houston-Clear Lake relied on workshop evaluations done in previous years to select skills the teachers want to attain (Boze, 1982). All of these procedures have been used in the CoTEEP program.

Collaborative planning has been part of developing inservice teacher education programs for cooperating teachers and for instructional leaders. Cooperating teachers expressed a strong interest in stress management when asked their preferences among several choices. The program was intended to help the cooperating teachers assume responsibility for the evaluation of student teachers and improve the quality of supervision for preservice candidates (Kaltsounis and others, 1985). Trinity University (Texas) Teacher Corp Project planned cooperatively with a school district a program in response to the need for training teachers to be leaders in professional development. Interested teachers in each school formed a Professional Development Committee to design and conduct a professional development program specifically tailored to the school. Workshops were presented on professional development, consultation skills, group facilitation, leadership skills, clinical supervision, and workshop design (Leslie, 1982). Several workshops in Phase IV of CoTEEP have had similar objectives.

Some literature suggests beneficial effects of school-university collaborative planning and implementation. Finn (1982) found that the National Writing Project owed much of its success to the involvement of teachers in the problem-solving process rather than relying on externally developed packages. A second study found that participant feedback indicated a very high degree of participant satisfaction when teachers at the site determined the objectives for a university conducted workshop (The University of Toledo, 1982).

Of the literature reviewed, only two studies report the effects of collaborative school-university planning and implementation. One study, cited above, suggests collaboration is effective for both achievement of objectives, i.e. program development, and participant satisfaction. The second study (Kaltsoonis and others cited above) noted that although research tends to point to greater effectiveness of nonsalaried incentives, the teachers in this project mentioned monetary incentives more often than nonmonetary ones, especially if tuition reductions are included as monetary incentives. Both monetary and nonmonetary incentives are used in the CoTEEP program.

The Collaborative Teacher Education Program as an Innovation in Teacher Education

Several innovative aspects of the Collaborative Teacher Education Program were noted in the 1985 evaluation report (Schumacher, Esham, and Bauer, 1985, pp. 5-6). These are noted once again and others added as the program developed in 1985-1986.

1. CoTEEP is collaboratively planned, developed, implemented and evaluated. Evaluation findings are continuously provided as feedback for planning and as yearly reports.

2. Preservice education programs are usually fragmented, lack curricular articulation, and terminate with completion of the baccalaureate degree. CoTEEP views teacher education as a developmental process from novice to career teacher (Davis and Zaret, 1984). CoTEEP intends to develop a coherent and internally consistent program for teacher candidates from field placements, to practica, to student teaching, to the completion of the first year teaching.

3. Inservice teachers and their school settings are recognized as having a major role in the preparation of teacher candidates. Thus, school administrators and faculties have a voice and choice in determining the direction and operation of the school-based activities for preservice teachers and of staff development activities as they relate to preservice and inservice education. Inservice education is essential for both administrators and

teachers as each acquires new roles which are qualitatively different than previous ones.

4. Inservice education, similar to preservice education, is viewed as a developmental process from beginning teacher to experienced teacher, to instructional leader, to master or career teacher (Thies-Sprinthall, 1984). The schools in which they perform as teacher educators and instructional leaders are continually in the process of changing and improving to meet the needs of students and society. School effectiveness, similar to the concept of teacher effectiveness, in an open system is not a static state, but an ongoing process and goal.

5. CoTEEP intends to integrate preservice, inservice, and consultant (university professors) education in the common goal of teaching effectiveness for preservice, inservice, and university teachers.

The Milieu and Organizational Changes for Collaboration

It was an exciting time to be involved in teacher education. Nationally, the Carnegie Task Force on Teaching as a Profession released its report: A Nation Prepared: Teachers for the 21st Century after several years of data collection and hearings. In Virginia, the Beginning Teacher Assistance Program (BTAP) was into its first year of implementation. Beginning teachers were observed by trained data collectors and the combined assessment scores on 14 teacher competencies determined the eligibility of candidates for the Virginia Professional Teaching Certificate.

The internal milieu of RPS and VCU also focused on change. The ecology for RPS was described by one astute observer as "an extremely busy year with massive administrative changes and new programs" as a new Superintendent assumed leadership. An external administrative review was conducted. School administrators were encouraged to participate in conferences, seek new ideas, and implement new approaches. One CoTEEP administrator spent twenty-four days in state and national conferences and "at least 50 days in meetings at the central office." As this administrator said, "It was my most demanding year as principal! I had no time to do anything except catch up on forms and phone calls and stay up all night working--thank goodness for my assistant principal." Uncertainty and change permeated the entire school system.

VCU, under the leadership of the Acting Dean, was into program development on a time line. A legislative grant to the School of Education to develop a fifth year teacher education program set the agenda for the faculty in 1985-86. Planning began in spring and initial position papers were written in summer. The study on the characteristics of VCU preservice teacher was presented at the first fall faculty meeting and the summary of the objective-setting study was sent to each faculty member (See Schumacher, Esham, and Bauer, 1985). The school year was spent in weekly meetings of numerous committees as the "meat" of the program reshaped the "skeleton" outlines. Heated discussions were heard in hallways and in meetings about required work in the disciplines, when does a student get his/her degree, what is the degree called, what type of externship, who supervises the externship, how many clinical experiences, which education courses and content will be required? Although the fifth year program was initially suggested for secondary education majors, the elementary education faculty developed a fifth year program for their candidates. In the midst of multiple change processes, selected faculty were trained in the classroom phase of the Georgia Teacher Performance Assessment system and the Evaluators were validated in on-site observation techniques. However, the Acting Dean did not approve the use of this system for CoTEEP evaluation because of faculty concerns of excessive disruption of programs already in change.

Collaborative organizational change processes continued to be implemented. Collaboration suggests that each institution is willing to make internal institutional changes to attain the common goal of teacher effectiveness. This section briefly describes the continuous organizational changes by the university and notes those of the school division.

University institutional changes occurred in three areas: a policy change affecting preservice candidates, further implementation of planned organizational changes in student teaching placements and continued program evaluation. School division changes occurred in the extensive planning and development of school-based teacher education activities and the workshop-seminar series for inservice teacher educators. University changes are described in this section. School division changes will be described and assessed in Chapters Two and Three.

Admission Requirements to Teacher Preparation and Clinical Education: New Policies

The School of Education faculty approved the recommendations of the Academic Status Committee on January 3, 1986 to take effect fall semester, 1986. Below are the policy changes approved.

1. Admission to Teacher Preparation:

   Change current requirement for admission to teacher preparation from a 2.2 GPA to a 2.5 GPA (overall).

   Change the requirement that students complete application to Teacher Preparation prior to enrolling in EDU 300 and 301 to complete the application process including taking required tests (math/reading) by the [illegible] week of beginning one or both classes. Students who fail to complete the application process at that point will be withdrawn from the class(es).

Permit students to participate in the University's repeated course option.

2. Admission to Clinical Teacher Education:

   Change current GPA requirement for admission to Clinical Teacher Education from a 2.7 GPA in the major to a 2.5 GPA overall.

3. Other:

   Apply 2.5 GPA requirement for individuals holding an undergraduate degree who wish to obtain teacher certification through the VCU approved program route (with or without the second degree). (Document, Jan. 3, 1986)

The above policy changes reflect the standards of the National Council for Accreditation of Teacher Education (NCATE). New NCATE standards set 2.5 GPA (overall) for admission to a teacher preparation program and do not make distinctions between admission to a teacher education program and clinical teacher education. The single GPA (overall) for the entire teacher education program is relatively easy to administer.

Student Teacher Placements

The office of Director of Undergraduate Clinical Experiences was established in fall of 1984. The Director is responsible for cooperatively making placements of approved candidates for student teaching among one of four area school divisions. For each preservice teacher, a division is selected on the basis of several criteria: the candidate has had neither field experience nor practicum experience in the school division, the candidate has access to transportation to the division, and the number of placements is equitably distributed among the four school systems in the geographic region. All student teachers to be placed must have met a GPA standard and have completed specific professional education courses. The

Director is responsible for the placement of all student teacher candidates in all certification or endorsement programs with the exceptions of Art, Music, Theatre, Art Education, and Business Education. However, the statistics reported include all VCU student teacher placement requests.

During Fall Semester, 1985, 55 student teachers were placed. The Director of Clinical Experiences requested 20 (36%) placements in RPS. All requests designate the certification area, i.e., early childhood, primary, middle, P.E., etc. Because of the special arrangements made for CoTEEP, CoTEEP candidates were designated as needing placement for either grades K-3, primary grades,or middle school grades in one of the six CoTEEP schools. Ten of the twenty preservice students were placed in CoTEEP schools.

The following summarizes a similar placement process for Spring Semester, 1986 and Fall Semester, 1986.

Spring Semester, 1986

Total Number of Applicants	143
Number of Applicants denied placement due to GPA	5
Total Number of Student Teachers Placed	138
Total Number of Student Teachers Placed in RPS	28

K-3 grades:	4 CoTEEP preservice candidates
Primary grades:	6 CoTEEP preservice candidates
	6 non-CoTEEP preservice candidates
Middle grades:	1 CoTEEP preservice candidate
Secondary grades:	9 non-CoTEEP preservice candidates
Special Education:	2 non-CoTEEP preservice candidates

Fall Semester, 1986 (planned)

Total Number of Applicants	64
Number of Applicants denied placement due to GPA	10
Total Number of Student Teachers Placed	54
Total Number of Student Teachers Placed in RPS	13

K-3 grades:	6 CoTEEP preservice candidates
	3 non-CoTEEP preservice candidates
Middle grades:	1 CoTEEP preservice candidate
Special Education:	3 non-CoTEEP preservice candidates

During Spring Semester, 1986, 28 (20%) of the 138 preservice candidates were placed in RPS schools, of which 11 (39%) were placed in CoTEEP schools. For Fall Semester, 1986, 13 (24%) of the 54 requests for placement were in RPS, of which 7 (53%) were requested for placement in CoTEEP schools. These student teacher placement figures indicate that the policy continues to be implemented and that RPS is participating in preservice teacher education in equitable proportion to the other three school divisions in the immediate region.

Program Evaluation Procedures: Entering and Graduating Teacher Candidate Surveys

Following the recommendations of the Evaluation Committee, a sub-committee of the CoTEEP Planning Committee, the VCU Graduating Teacher Candidate Survey (EXIT) was developed and administered during the student teaching seminar. The instrument, a revision of the Michigan State University Graduating Teacher Candidate Survey, was revised four times and reviewed by the Committee composed of four RPS representatives and three VCU faculty.

The VCU Graduating Teacher Candidate Survey was revised again after the Evaluation Specialist reviewed the institutional questionnaire developed by the American Association of Colleges of Teacher Education. This revision added more comprehensive questions for teacher education program evaluation. The instrument also asks for information about career aspirations, the student teaching experience, orientation to teaching, and educational beliefs. Some questions are repeated from the Entering Teacher Candidate Survey to permit pre- and post-assessment

The Entering Teacher Candidate survey was administered to 64 Juniors Fall semester, 1985 and 42 Juniors, Spring semester, 1986. There were 34

Elementary Education, 17 Secondary Education, 8 Special Education, 5 K-12 P.E. or Health Education majors in the fall and 16 Elementary Education, 17 Secondary Education, 3 Special Education, and 6 K-12 P.E. or Health Education majors in the spring. The more comprehensive EXIT survey was administered to 81 graduating Seniors Spring semester, 1986 (21 Elementary Education, 40 Secondary Education, 13 Special Education, and 7 K-12 P.E. or Health Education majors). The survey is not administered to Art, Music, Theatre or Business Education majors.

Evaluation Focus, Models and Questions for Phase IV

The focus of the evaluation for Phase III is the program components which were planned and developed in 1985-86. The purpose of the evaluation is formative - to provide valid and reliable data to modify and improve a practice. Formative evaluation helps determine the merit of the field-tested practice (McMillan and Schumacher, 1984).

The evaluation models which guided this research were decision-making evaluation (Stufflebeam, 1971), and responsive evaluation (Stake, 1975, and 1976). Both approaches emphasize the collection of valid information to facilitate program planning, development and implementation. Responsive evaluation, in addition, emphasizes emergent evaluation questions and design, the interactive role of the evaluator to provide systematic feedback, and procedures to address the concerns of many audiences for any evaluation report. The Standards for Evaluation of Educational Programs, Projects, and Materials (1981) also guided the evaluation effort.

The audiences for this report are numerous: Superintendent of RPS and the Dean of the VCU School of Education, RPS central office personnel and VCU

School of Education administrators, elementary education and foundations faculty, and the project participants, especially the Co-Directors, the Planning Committee, and the school and university cores of teacher educators. The Virginia Department of Education, one of the funding agencies, and its representative on the Planning Committee, is also an evaluation audience.

Five program components were planned and developed to various degrees in Phase IV. These were: 1) collaborative planning, 2) school-based teacher education activities, 3) the workshop-seminar series, 4) preservice teachers' participation in CoTEEP, and 5) dissemination to external audiences.

The evaluation questions for this report came from many sources: the Planning Committee, the Co-Directors, the Core Teachers, and the project proposal. Because of the formative nature of the evaluation, most questions are broad and descriptive. Listed below are the questions.

Collaborative Planning

1. How did the milieu influence collaborative organizational change?

2. How can the processes for preservice and inservice teacher education at the Administrators' Retreat and Core Teacher Workshop be characterized?

3. To what degree were the Administrators Planning Retreat and Core Teacher Workshop assessed as beneficial by the participants?

School-Based Teacher Education Activities

4. How were program components organized by the Planning Committee?

5. To what extent did participation and development of school-based teacher education in the pilot schools occur?

Collaborative Inservice Education

6. What was the format and content of the workshop-seminar series for 1985-86?

7. How did the consultants and inservice teachers assess the workshop-seminar series?

Preservice Teachers' Participation and Assessment

8. To what extent did preservice teachers participate in CoTEEP?

9. What were the career aspirations and program assessments of the CoTEEP by graduating teacher candidates?

CoTEEP Dissemination, Recognition and Phase V Planning

10. What effects did dissemination and recognition activities have?

11. How was Phase V planning conducted and what were the resultant plans?

Evaluation Design and Procedures for Phase IV

The evaluation design for Phase IV is a case study (Guba and Lincoln, 1981, and Stake, 1978). A case study design focuses the inquiry on one unit of analysis, i.e., the Collaborative Teacher Education Program, regardless of the number of events, participants, or phases of the program development process. The many participants, events, and processes are viewed as contrasting incidents and situations within a case study design. Unlike the findings of experimental design, results of a case study are not generalizable to other settings and populations. Case study is most appropriate when the purpose is to discover and to understand the complexities of a single phenomenon (McMillan and Schumacher, 1984).

The design for Phase IV included five studies: description and participant assessment of the administrator retreat and teacher core workshop day, description of the school-based teacher education activities, description and assessment of the workshop-seminar series by the consultants and the inservice teacher participants, the graduating teacher candidates' assessment, and description of dissemination and planning processes. The exact design and procedures for each study are presented in more detail in each chapter. Only an overview is provided here.

The instruments for the assessment of the administrator retreat and the teacher core workshop day were designed by the two national consultants who lead the workshops. The consultant interview schedule and workshop-seminar series questionnaire were revisions of previously used instruments

(Schumacher, 1984; Schumacher, Esham, and Bauer, 1985). An open-ended questionnaire consisting of a series of statements regarding hypothetical situations to obtain attitudes toward preservice and inservice teacher evaluation was developed to assess the Instructional Leadership Seminar. The VCU Graduating Teacher Knowledge and Educational Beliefs Inventory, a revision of the Michigan State University questionnaire, was field tested and subsequently expanded. Each instrument was revised several times. The two "new instruments" were reviewed by a panel of experts and revised 5 times. All instruments may be found in the Appendices.

Data were collected using a variety of procedures. All questionnaires were administered to the participants at appropriate times. Participants included administrators, inservice teacher educators, and graduating teacher candidates. The response rate of each group ranged from 50% to 100%. In addition, data were collected using ethnographic techniques at the retreat, workshop day and planning committee meetings. Field notes were taken of these events by one or both evaluators. Informal interviews of the two national consultants, Richard Kunkel and James Raths, were conducted. In-depth interviews of the Co-Directors and the five consultants were conducted by one or both evaluators. Documents of all minutes, notices, agendas, policy statements, program descriptions, and other information were data sources. Data were collected from August 12, 1985 through June 16th, 1986.

The qualitative analysis was done by triangulation (Denzin, 1978) and cross-validation (House, 1977). Descriptive statistics were used for data analysis of all questionnaires. The general theoretical framework for the analysis is one of collaboration, organizational change, and change processes.

Chapters Two and Three present the findings on collaborative planning and development of school-based teacher education activities. Chapters Four and Five present the assessment of the workshop-seminar series and the graduates' perceptions of the collaborative program. Chapter Six describes CoTEEP dissemination and Phase V planning. A summary of 1985-86 accomplishments and implications for Phase V are stated in Chapter 7.

CHAPTER II: COLLABORATIVE PLANNING FOR SCHOOL-BASED TEACHER EDUCATION ACTIVITIES

The nature of collaboration implies "ownership" in the resulting program. During Phase III, the Co-Directors identified the weakest component as the lack of school initiated development of preservice and inservice teacher education. It was originally expected that ownership would naturally flow from the Co-Directors to both the university and school system through the Planning Committee to the pilot schools, especially the Core Teachers. A sense of "ownership" was more difficult to develop partially because of the selection process of some schools to serve as pilot sites, i.e. some sites were volunteered by RPS central administration. Ownership was also more difficult to achieve in a teacher education program for both elementary and middle schools. To encourage site involvement in the program development process and thus a sense of "ownership," the Administrator Retreat and the Core Teacher Workshop were held in Fall, 1985. Each of these are described and assessed by participants in this Chapter.

Data were collected August 12 and 13, 1985 at the Administrator Retreat and October 28, 1985 at the Core Teacher Workshop. Data were collected by participant-observation by both Evaluators. In addition, all pre-planning materials, agendas, and products of each event were used as data. Informal interviews were conducted with the facilitators, the Co-Directors, and various participants during these events. Questionnaires developed by the facilitators were administered and tabulated.

Administrator Planning Retreat

The Administrator Planning Retreat was held August 12th and 13th, 1985, at the Moton Center, a "picturesque place on the historic York River." Twenty-four CoTEEP leaders and two national consultants gathered for a two day retreat to plan the collaborative teacher education program. The Administrator Retreat, from many perspectives, was a key event in moving toward a collaborative teacher education program. The retreat description is followed by the formal and informal assessments.

Description

The retreat was a fast-paced working conference with "breaks" for relaxation and enjoyment of the group and the setting. The Center consisted of a lovely two story southern home with a wide veranda overlooking the York River, a separate motel-like structure for guests, a swimming pool and tennis courts, a large conference room and a large game room. The Center was located in rural Virginia with dusty roads for walking and jogging along the lazy river lined with small homes and old mansions.

The initial idea for the retreat occurred in March, 1985. Dr. Richard Kunkel, Director of the National Council for Accreditation of Teacher Education (NCATE), and Dr. Susan Tucker of George Mason University served as conference facilitators. The Superintendent of RPS extended the invitation to "principals, curriculum specialists, certain central office personnel and selected teachers involved in CoTEEP" in her letter of June 26th. The retreat agenda included the following:

1. Setting CoTEEP goals for the 1985-86 school year
2. Defining the role of CoTEEP for participating schools and Richmond Public Schools' central level administrators
3. Identifying implementation procedures at the school level and for the total project

4. Enhancing organizational leadership skills for the total group and the individual school teams
5. Outlining individual school program plans

The letter of July 30th provided further details and extended the invitation to "this non-traditional site which emphasizes the rural seclusion of gracious southern living. Thus, come and plan for an informal two-day period."

Twenty-four CoTEEP leaders spent two hot August days on the York River and enjoyed fresh air, river breezes under towering oak trees, delicious Southern meals, and the rural countryside between the work sessions. The participants were the Superintendent of RPS, a representative of the Virginia Department of Education, the Co-Directors, the VCU evaluators, four RPS central office administrators, eight school administrators, and 6 teachers. Each pilot school was represented. Although the leaders were well prepared, many participants were initially preoccupied with end of vacation and a new school year to start. Orientation of the group to the project and the year ahead was part of the informal agenda.

Each participant was given a packet of materials consisting of: the Schedule of Events; the CoTEEP Structure of Planning and Governance with Processes and People specified; an Overview of CoTEEP; The Idea behind CoTEEP: Becoming a Teacher is a Long-Term Developmental Process, i.e. has 4 Phases from Preservice, to Student Teacher, to Provisional Teacher, to Teacher; The Roles and Responsibilities of Participating Groups; CoTEEP Cores and Planning Committee Members; Course Offerings for CoTEEP Core Teachers, 1985-86; Video Tapes Available; and the CoTEEP Proposal. The schedule called for "Welcome" by the Co-Directors and the Superintendent, introductions of the consultants, and 3 work sessions during the two days.

Session I: Perceptions and Realities of CoTEEP

The consultants began with a group introduction exercise for the participants to learn the names and identification cues of each person. The consultants stated, with use of a newsprint chart, the Retreat Targets as:

1. Survey current perceptions of CoTEEP
2. Collectively share written plans and goals for 1985-86
3. Involve participants in project team building
4. Develop genuine ownership in CoTEEP

The first activity was for small groups to complete the sentence "As I understand CoTEEP, the one best way it would help both schools and children would be to . . . ." A summary statement of characteristics of the project emerged. CoTEEP was described as: "comprehensive," "improvement oriented," "hard and soft evaluation data on the success of the project," "vulnerable with uncertainty," "futuristic."

The next activity used a 3-Box model for participants to distinguish between expectations and realities and between expectations and values. A brief lecturette by the consultants lead the group to see differences between 1) observation (perception) versus "they respond" (also perception), 2) description versus judgment, and 3) the concept of polemics in perceptions, i.e. in controversy, there is no absolute right or wrong but merely degrees of differences of perceptions. The notion seemed to be one of "people with different values and experiences will have different perceptions and that they can still work together;" or stated differently, "its okay to disagree as long as we are still working toward the same goal."

Small groups were then asked to complete a value exercise phrased as: "CoTEEP is to see that teacher education students in the future are only those with highest test scores and GPA." Each group had to place themselves on a 9 point scale of agree to disagree and discuss why. Although differences emerged, these differences were accepted. There was more genuine tolerance than attempts to persuade others to a single viewpoint.

The last task in Session I was each small group developing a list of "Good outcomes I see so far about CoTEEP" and "Concerns I have about CoTEEP." These lists were then compiled by each group on newsprint and shared with the larger group. Each group produced 5 to 7 "good outcomes" and 3 to 6 "concerns." Certain themes emerged from the "good outcomes" lists: better communications in a real effort toward collaborative planning, access to VCU resources and services, clarification of roles for preservice teachers, greater exposure of VCU students to RPS schools and range of programs, more in-depth experiences for preservice teachers, and keeping teachers up-to-date with current trends and practices. The themes which emerged from the "concerns" list were: time; interaction of program components with the life of the school; teachers in project not understanding the concept of developing a teacher; lack of clear goals; lack of understanding expectations for preservice teachers in field experience, practica, and student teaching; and teacher selection process for Teacher Core.

Session II: Panel Discussion

A panel of the Co-Directors and the Evaluation Specialist was the main feature for the evening session. The Co-Directors explained the concept of a collaborative teacher education program and that the three year project is to develop this type of program. A collaborative program does not already exist; it is in the process, through the project, of being developed. In order to do this, both RPS and VCU are in the process of making institutional changes. One change is the placement of not only field students and practicum students in RPS but also an equitable share of student teachers placements compared to the other three school divisions in the metropolitan area. Several potential benefits were cited for classroom teachers and schools. The need for schools to take more leadership in developing preservice and inservice activities, rather than just having a few active leaders on the Planning Committee, was emphasized. The concept of "ownership" in the program by the Teacher Core and other site personnel was introduced.

The Evaluation Specialist presented a brief summary of the results of a study which identified the demographic characteristics, high school and college background, career plans, orientation to teaching and educational beliefs of the entering elementary education preservice teachers. The specialist stated that one effect of the project has been to have VCU look more systematically at entering preservice teacher candidates' characteristics. Although many VCU professors already know these characteristics from prior experience, the information had not been systematically shared with the pilot schools. Questions regarding the findings focused on 1) the high percent (almost 67%) of students who were transfer students and entered the program one semester before they have field experiences in the schools and 2) the high percent (57%) of the students who work while attending college. Other questions centered on the finding that about half (42-62%) of the elementary education majors have high or complete confidence in performing 15 teaching roles without further coursework or supervised educational experiences, yet highly value field-based experiences as a source of knowledge.

Session III: Individual School Planning

Session III was divided into two activities: the first activity was for each group, organized by pilot schools, to identify the unique aspects of each school. A chart was provided to structure the process which called for:

Name of School
Important Current Targets:
School Uniqueness and Elements of Pride:
History and Involvement in CoTEEP:
Important Places in Community for Students:

After 45 minutes, the newsprint list of each school were taped to the walls. The facilitator scanned each list, asked for clarification of terms and references. The group as a whole was relaxed and laughed at each other, with each other, and about the kind of school descriptions produced. The facilitator said these descriptions would be compiled and given to the Co-Directors to use for program development.

At 10:00 a.m., the group changed pace for the planning task. The facilitator introduced the Preliminary Site Planning Model for CoTEEP, 1985. Below is the chart.

Preliminary Site Planning Model
for CoTEEP 1985

	TARGETS	ACTIVITIES			EVALUATION
PROCESS		PRESERVICE	CORE TEACHERS	TOTAL SCHOOL	
PRODUCTS					

A Co-Director said that these ideas could be a source for a school handbook for preservice teachers. The facilitator reminded the group that they were not expected to finish the planning at the Retreat, but only to start. Each school met for an hour in separate locations in the buildings to complete the model. The two middle schools' participants formed one group.

The entire group reconvened again and shared their ideas by having a spokesman summarize their preliminary plans. Several schools planned a number of processes involving the total school, the Teacher Core, and the preservice teachers. Most of these processes were targeted at beginning involvement in CoTEEP and developing "ownership" in the program. A few schools moved to specification of products such as developing a handbook and determining preservice teacher experiences which would draw on the resources of the total school. These plans and the implementation are described in Chapter III.

The last part of this Session was a "Fireside Chat" lead by the facilitator. The entire group brainstormed to develop two lists: "Bests ways for CoTEEP to Fail" and "Follow-up Strategies". Sixteen ways to produce failure were suggested and three follow-up strategies were identified: evaluation of the Retreat, continued planning at the next Planning Committee meeting, and holding the Teacher Core Workshop.

The facilitator summarized the retreat: the theme of differences and similarities between institutions which have common goals, and that collaboration implies that despite different perceptions, institutions and people can work together toward an important common goal. The participants left for lunch with a renewed spirit of excitement and commitment to developing a collaborative teacher education program.

Assessment: Informal and Formal

Informal assessment was done by brief interviews of the facilitators several times during the retreat and with a two page scale developed by the facilitators. Both of these are reported. In addition, the Co-Director's insights are added.

Informal Assessment

A facilitator summarized the interaction after the first session as "high involvement and participation", some dissatisfaction or misunderstanding about having a night meeting and staying over night, "group is moving more toward openness." He pointed out that the "presence of the Superintendent is important. It is unusual that a Dean of a School of Education would seek out a Superintendent to involve a school system in a different way in teacher education."

The consultant, on the second day, summarized the effort as "wise use of the university and the schools in a collaborative effort. Nationally, this is very unique and not usually successful. The kind of leadership and interaction that I see here I feel good about. I feel good about the collaborative nature - it's a good process to have the university willing to learn and the schools to be active learners."

Participant Assessment

The following summarizes the Questionnaire results. The findings are reported in percentages.

INSERT TABLE 1

ABOUT HERE

The overall satisfaction with the retreat was rated as very high (100%). The participants felt the advanced materials and planning were excellent (100%). The retreat "started very much above my level of information" for 57%

TABLE 1

ADMINISTRATOR PLANNING RETREAT QUESTIONNAIRE N = 24

		(1)	(2)	(3)	(4)	(5)	(6)	NO RESPONSE
1.0	**CONTEXT**							
	1.1	0%	22%	35%	26%	9%	4%	4%
		started very much above my level of information			started very much below my level of information			
	1.2	70%	9%	21%	0%	0%	0%	0%
		advanced materials and planning were excellent			advance materials and planning were very poor			
2.0	**PROCESS**							
	2.1	52%	43%	4%	0%	0%	0%	0%
		opportunities to express my concerns was very abundant			little or no opportunities to express my concerns			
	2.2	39%	43%	4%	9%	4%	4%	0%
		I used the opportunities well to express my concerns			I used the opportunities poorly to express my concerns			
	2.3	57%	30%	9%	0%	0%	0%	4%
		retreat was very responsive to my individual needs			retreat was never responsive to my individual needs			
	2.4	43%	26%	22%	0%	9%	0%	0%
		the content presented has greatly increased my knowledge of CoTEEP			the content presented has taught me nothing new about CoTEEP			

3.0 PRODUCTS: Regarding the five conference objectives:

	(1)	(2)	(3)	(4)	(5)	(6)	NO RESPONSE
3.1	61%	35%	4%	0%	0%	0%	0%
	surveyed current perceptions very well				did not ever survey current perceptions		
3.2	61%	35%	4%	0%	0%	0%	0%
	collectively shared written plans very well				never shared or was very poor at sharing collective plans		
3.3	74%	13%	4%	0%	0%	0%	9%
	involved participants well in project team building				never involved participants in project team building		
3.4	74%	22%	4%	0%	0%	0%	0%
	structured school site planning well				structured school site planning poorly		
3.5	39%	43%	4%	4%	0%	0%	9%
	greatly increased my ownership in CoTEEP				greatly decreased my ownership in CoTEEP		
3.6	57%	30%	0%	0%	0%	0%	13%
	as a result of the retreat, I now understand well where I fit into CoTEEP				as a result of the retreat, I still do not understand where I can fit into CoTEEP		

4.1 For me to implement CoTEEP in my school, I need . . .

A. To remain active and involved in the project, follow through with goals prepared at retreat. (6 responses)
B. Involvement and commitment from VCU personnel and students, building level administrators, core faculty and staff. (4 responses)
C. Read all information presented about the project. (3 responses)
D. Communicate focus and goals of program to school staff. (2 responses)
E. Time. (1 response)

4.2 The retreat would have been better if . . .

A. No suggestions or complaints. (10 responses)
B. Improved physical environment. (3 responses)
C. More building level focus and participation. (2 responses)
D. Other. (2 responses)

4.3 The best part of the retreat was . . .

A. Time for sharing/exchanging/communicating ideas. (6 responses)
B. Getting to know the others involved in the project. (5 responses)
C. The environment and group unification. (5 responses)
D. Time to plan for coming year. (4 responses)
E. Clarification of goals of the project, better understanding. (3 responses)

5.0 OVERALL, MY SATISFACTION WITH THIS CoTEEP RETREAT HAS BEEN . . .

(1)	(2)	(3)	(4)	(5)	(6)	NO RESPONSE
61 %	30%	4%	0%	0%	0%	4%
very high					very low	

6.0 SUGGESTIONS:

A. No suggestions. (2 responses)
B. Repeat the retreat. (2 responses)
C. Development and implementation of strategies to use at school/building level. (2 responses)
D. Professional communication. (1 response)

of the participants and "very much below my level of information" for 13%. The two-day process was rated very high in opportunities to express concerns (99%), responsive to participant needs (96%), and increasing the participants' knowledge of CoTEEP (91%). The retreat was rated extremely high in surveying current perceptions (100%), collectively sharing written plans (100%), involving the participants in project team building (91%), structuring the school site planning (100%), increasing ownership in CoTEEP (86%), and understanding one's individual roles in CoTEEP (87%).

Open-end responses also commended the retreat. The best part of the retreat was time for sharing, exchanging, and communicating ideas, getting to know others involved in the project, and developing a sense of identification with the project. Most participants responded that for them to implement CoTEEP at building level, each participant needed to remain active and involved in the project with follow-up activities and that commitment is necessary from VCU personnel and students, pilot school administrators, Teacher Core groups and pilot schools' faculty.

School Core Teacher Educator Workshop

Description

The CoTEEP Core Teachers Workshop Day was held on Monday, October 28, 1985 at a secluded conference center (located just outside the city) with gentle slopes and wooded areas bordering the James River. The conference began at 8:30 a.m. with registration, coffee and social meetings, and lasted until 3:30 p.m., with a one hour and fifteen minute break for lunch. The Teacher Core Workshop was held in two sessions: the first lasting from 9:00 a.m. until 12:30 p.m. and the second from 1:45 to 3:30 p.m. A short coffee break was provided during each of the sessions. No cost was incurred by any of the participants: the project paid for the retreat. Teachers were hired to substitute for the participating teachers for that day.

The Teacher Core Workshop was planned by the CoTEEP Core Teacher Educator Workshop Planning Committee which was chaired by one of the participating school's curriculum specialist. The committee chose the retreat site and made all of the arrangements including arranging for the conference center, planning lunch, arranging for the facilitators, and notifying the participants of the retreat and the day's schedule.

Ten days prior to the conference, each of the participants received a packet of pre-conference information that included the following: an invitation to the participants, pre-conference information to be discussed and reviewed at the school level (including conference objectives and conference "think about" questions), a copy of the proposed course offerings for the 1985-86 CoTEEP Workshop Seminar Series, an overview of CoTEEP and its components, copies of each of the schools' individual school plans developed at the Administrator Retreat, a map to the conference center, and a brief overview of the events planned for the teachers' planning retreat. The eleven VCU students participating in the program were also invited to attend the conference by one of the Co-Directors.

A total of 60 participants attended the conference including 14 teachers/ administrators from School C, 12 from School A, 6 from School B, 3 from School F, 5 from School E1, 7 from School E2, 8 from School D and 4 from Virginia Commonwealth University. Those participants from the University included 2 preservice teachers, the VCU project Co-Director, and a consultant. At least one of the evaluators for the project was present throughout the day. Some of the others involved with the project were present for shorter periods of the day as their schedules allowed. The conference was directed by the two facilitators who conducted the Administrator Planning Retreat held in August, 1985.

The purposes for the conference were the following:

1. informed and involved teaching
2. specific site planning and diffusion in schools
3. selection/refinement of CoTEEP activities with VCU
4. concentration on local school site planning.

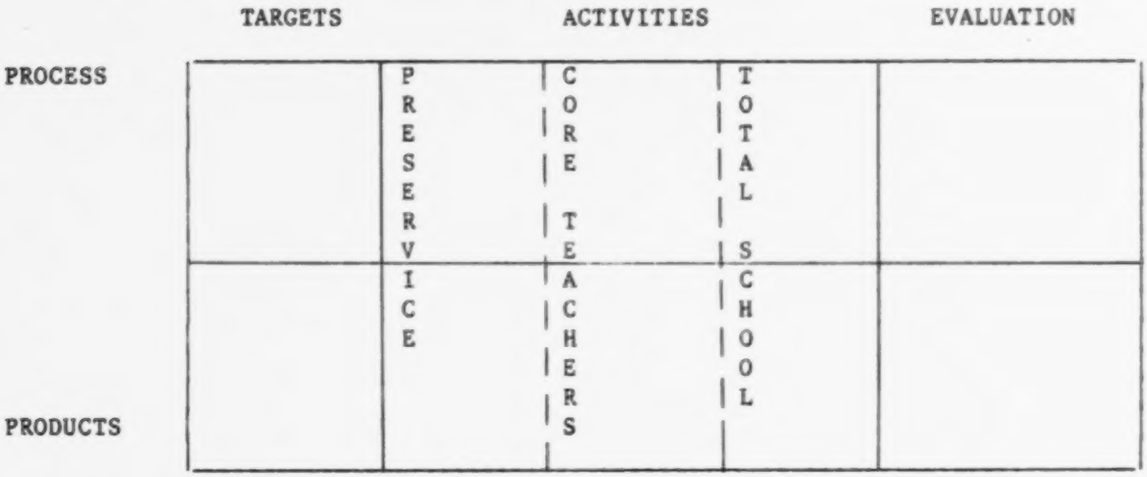
The conference began with a welcome from the chair of the workshop organization committee who also provided a brief overview of the conference site. Introductions of the facilitators and the program Co-Directors followed. Most of the participants sat in groups by schools, and many of them were dressed more formally than they normally would for school. The tone was comfortable and there was no pressure on the group.

The formal working agenda was developed by the two facilitators and consisted of eleven events similar to, but not exactly the same as those used for the Administrator Retreat. The first event was formal and informal introductions. The participants were directed to form groups of four with persons other than those from their own building. Each person in the group then drew a circle marked off in four quadrants, in which they wrote their name, their role in school, how they differed from their stereotype and how they touch higher education in their job. Then the groups on the left of the room read the newsprints of the groups on the right of the room while the groups on the right remained in place so that each person could be identified with their "circle." The general idea was to be able to figure out which person went with which description. The groups then reversed the process.

The second event was to help with goal setting. Participants were asked to complete the sentence "The best way for local schools and higher education to help children would be . . ." without using cliches and jargon. Each individual was asked to spend a lot of time thinking and to say something really important. The responses were written on individual sheets of paper and collected to be used at a later time that day.

Event three was a "lecturette" on the site planning model. It focused on two phases: process -- what's going on?, and product -- what are we looking for in the end? The model was illustrated as follows:

CoTEEP Site Planning Model



The three categories of activities were preservice teachers, core teachers and the total school. The targets were concerned with what the participants anticipated, as well as unanticipated consequences. They included goals for the project, purposes of CoTEEP, and designing activities to deliver those goals. The focus on preservice teachers was to provide a link between the schools and the university. The part that focused on the total school would need to have each school's priorities woven into it, the targets cannot be isolated. Activities focused on how targets were to be delivered. Evaluation dealt with how good a job was done and how to improve in the future. It was stressed that evaluation must deal with both process and product and could be done with minutes of meetings, feedback on preservice teachers, ratings, self reports and observations. Each group was asked to supply the school's current targets, sources of the school's uniqueness and pride, and suggested CoTEEP targets.

Event four started by having all of the participants arrange themselves by schools. Each group was to list the name of each member under the name of the school, and the carry on a conversation about the improvement of schools. Because two of the schools had such large groups, they broke up into two groups each. This task had two goals: to clarify thinking through articulation, and to learn to accurately perceive others' positions. The sentence to be discussed was "An important problem with schools today is 'too many people are mixing the soup'." The group's task was to react to the sentence and be responsible for knowing the stand taken by each of the other group members. While in these groups, the teachers tended to "hang back" and let the school administrator take the lead in the discussion, a position (s)he naturally assumed. After the initial discussion, the group members were instructed to not communicate with each other. They were then given the sentence "We must increase political involvement in local schools." Each participant was then instructed to indicate whether or not each of the other group members would agree or disagree with the statement. The participants compared their predictions with the responses of the others in the group to see how well they had anticipated the others' positions.

The fifth event was a panel discussion focusing on the difference between the perceptions and realities of CoTEEP. The panel consisted of both the university and school district project Co-Directors, a preservice teacher and the chair of the retreat organizing committee. The university Co-Director briefly outlined the VCU policy on preservice teacher placements. Each preservice teacher is placed in three different placements: field experience, practicum, and student teaching. In order to receive accreditation, the preservice teachers must be placed in at least two different school districts. CoTEEP received permission through its proposal to allow the participating students to work with a cluster of schools within one school district, with the same group of people over a period of time. The understanding inherent in the placements is that the students have tasks to complete during these placements and that the Division of Teacher Education wants feedback from the cooperating teachers. The RPS Co-Director pointed out that involvement in preservice teacher education is one way for schools to influence a university. If the schools can influence a university, a university may change the way in which it educates preservice teachers. Graduating teacher candidates may be employed by school districts to become colleagues of school-based teacher educators.

The curriculum specialist pointed out that before CoTEEP, his school was a convenient location and many professors wanted to bring their programs there. They had always been involved with preservice teachers who were able to provide extra assistance in the classroom. They were drawn into CoTEEP and the Administrator Retreat and Teacher Core Workshop have given them an opportunity to clarify the things they are trying to do. Now, they see a lot of benefits to the program. There is a big difference in the classroom teachers' understanding of preservice teacher placements -- they now know what to expect when professors call and ask for placements. The VCU student on the panel spoke very highly of her involvement in the program. She elected to be placed in the city schools and did both her practicum and her student teaching there. An initial draw was having a Co-Director speak to one of her classes about the possibility of permanent employment within the system. She said that she likes the idea of CoTEEP and master teachers, and she's glad she's involved in the program. The VCU Co-Director stressed the importance of knowing that educating teachers takes place at more than universities; the education perspective and inservice teachers get in the schools is just as important as that from the university.

The RPS Co-Director responded to the question "Are the plans getting any better?" by talking about the complexities of the program. There are many roles and responsibilities that come into play, and it was important to get people to understand the goals of CoTEEP and then take ownership in it. Collaboration is the hardest part -- there are six schools and three units (RPS/VCU/VDE) involved. The process is important in terms of the product that results. The curriculum specialist added that the administrators came away from the planning retreat with a clearer understanding of the program, but this was not true of the core teachers who had not attended. This workshop provided an opportunity for the core teachers to gain the same understanding.

The RPS Co-Director explained that the site planning model and been developed at the Administrator Retreat. The weakest component of the program is the function of the teacher core. It was hoped that this workshop would strengthen the core groups so that ideas could be solicited from them. The core teachers will decide what they will do, and this will have an impact on the whole staff. She ended by asking "How can we make the Teacher Cores work?"

Event six focused on "realities I like" and "realities that still concern me." The participants were asked to list the positive things they saw happening in the program currently and those things about which they still had concerns. The participants then shared their perceptions with the group.

Because of the time frame of the day, event numbers seven, eight, and nine were combined. They focused on discussing site applications developed at the Administrator Retreat and the actual planning of a site model. The school groups were to review the current targets of their school as related to the program, as well as discuss the sources of uniqueness and pride in their school. Their task was to generate new CoTEEP targets. The detailed planning of the site model looked at first steps as well as next steps and the actors and timelines involved in the whole process.

Events ten and eleven, which were somewhat rushed due to time pressures, focused on the past experiences of those involved in projects before and the ways in which the project might fail. The participants talked about how "we've been there before . . .," and looked at guarantees for the failure of the project.

Assessment

The assessment of the School Core Teacher Educator Workshop was done with a three page questionnaire developed by the facilitators. Participants were asked to complete the questionnaire at the end of the day, just before they left the conference center.

INSERT TABLE 2

ABOUT HERE

The participants expressed overall satisfaction with the retreat. The majority of participants (57%) felt that the workshop started neither too far above nor below their level of knowledge, while some (28.6%) of the participants felt that it was somewhat above their level of knowledge. A large majority (88.5%) expressed the opinion that the advanced materials and planning for the retreat were above average or excellent.

A majority (88.6%) of the Teacher Core Workshop participants felt that they were given abundant opportunities to constructively plan activities for their school, and 71.4% said that they used the opportunities well to explore individual roles and express personal concerns. Many (42.4%) also agreed that the conference was very responsive to individual needs, while 51% of the participants adopted a neutral stance on this issue. Sixty-six percent felt strongly that the content that was presented at the retreat would be helpful when applying CoTEEP at their school sites.

Eighty-three percent of the participants responded that they gained a much better understanding and appreciation for the project, and 62.8% agreed that their school had been able to very much refine and elaborate on their school plan. More than two-thirds of the participants (67.5%) reported that their ownership in the project was very high, and felt that their role in the project was now appropriately defined. The participants felt that their school was able to develop a very workable plan for communicating CoTEEP within their school (74.3%). Ninety-one percent of the participants felt that

TABLE 2

TEACHER CORE WORKSHOP QUESTIONNAIRE - N=35

		(1)	(2)	(3)	(4)	(5)	NO RESPONSE
1.0	**CONTEXT**						
	1.1	8.6%	28.6%	57%	2.9%	2.9%	0%
		started very much above my level of information			started very much below my level of information		
	1.2	42.8%	45.7%	5.7%	5.7%	0%	0%
		advanced materials and planning were excellent			advance materials and planning were very poor		
2.0	**PROCESS**						
	2.1	48.6%	40%	11%	0%	0%	0%
		opportunities to constructively plan were very abundant			little or no opportunities to constructively plan		
	2.2	22.8%	48.6%	28.6%	0%	0%	0%
		I used the opportunities well to explore my role and express my concerns			I did not use the opportunities to express my concerns or explore my role		
	2.3	11%	31.4%	51.4%	5.7%	0%	0%
		conference was very responsive to my individual needs			conference was never responsive to my individual needs		
	2.4	31.4%	34.3%	31.4%	0%	0%	2.9%
		the content presented very much helped me in applying CoTEEP back in my school			the content presented did not help me at all in applying CoTEEP back back in my school		

3.0 **PRODUCTS: Regarding the five conference objectives:**

	(1)	(2)	(3)	(4)	(5)	NO RESPONSE
3.1	57%	25.7%	17.1%	0%	0%	0%
	I have gained a much better understanding and appreciation for the project			I have not gained any appreciation for the project at all		
3.2	37.1%	25.7%	25.7%	5.7%	0%	5.7%
	our school has been able to very much refine and elaborate our school plan			our school has made no progress on our social plan		
3.3	25.7%	37.1%	31.4%	2.9%	0%	2.9%
	after today, I feel my role is appropriately defined			after today, I feel my role is still without definition		
3.4	31.4%	37.1%	25.7%	5.7%	0%	0%
	my ownership in CoTEEP is extremely high			my ownership in CoTEEP is extremely low		
3.5	40%	34.3%	20%	5.7%	0%	0%
	our core group has been able to develop a very workable plan for communicating CoTEEP within our school			our core group has not been able to develop a very workable plan for communicating CoTEEP within our school		
3.6	28.6%	42.9%	20%	8.6%	0%	0%
	as a result of today, I now feel very comfortable about how I fit into CoTEEP			as a result of today, I feel I I have made no progress/still feel very uncomfortable		

4.1 The conference would have been better for me if . . .

- A. No suggestions or complaints (9 responses)
- B. We had spent more time on specific site planning (8 responses)
- C. I had a better understanding of objectives/purpose of conference/ Moton conference; participation was voluntary (6 responses)

4.2 The best part of the conference was . . .

- A. Working/brainstorming with others in small groups, especially on-site planning (25 responses)
- B. Gaining a clearer understanding of CoTEEP (3 responses)

4.3 I still have concerns about . . .

- A. Time involved, commitments, finding "our school's niche" (6 responses)
- B. What CoTEEP has done so far and will do in the future (4 responses)
- C. My role as a teacher, especially when working with VCU students (3 responses)

4.4 My first task when I return to my school and apply CoTEEP will be . . .

- A. Communicate with other teachers/VCU preservice teachers about CoTEEP (12 responses)
- B. Try to implement our site planning model (6 responses)
- C. Collect information for proposed handbook (2 responses)

4.5 Realistically, I see the implementation of CoTEEP in the next four months as . . .

- A. Possible/successful/exciting/interesting (11 responses)
- B. Difficult/not very good (2 responses)

5.0 OVERALL, MY SATISFACTION WITH THIS CoTEEP CONFERENCE HAS BEEN . . .

(1)	(2)	(3)	(4)	(5)	**NO RESPONSE**
37.1%	45.7%	8.6%	2.9%	0%	0%
very high				very low	

6.0 Suggestions or other comments:

- A. Excellent retreat/facilities (3 responses)
- B. Let's repeat retreat/follow up (3 responses)

the conference helped them become more comfortable with how they fit into CoTEEP.

When asked how the conference could have been better, nine participants responded that the conference was good as it was; they offered no suggestions or complaints. Eight of the responses focused on spending more time on specific site planning. Some of the participants felt that they would have liked to have had a better understanding of the objectives and purposes of the conference, and those of the Administrator Retreat, and expressed a desire that the participation in the Core Teacher Workshop be voluntary (6 responses).

Overwhelmingly, the brainstorming and working in small, school-specific groups on on-site planning was reported as the best part of the conference (25 responses). Three of the responses to this item dealt with gaining a clearer understanding of CoTEEP.

The participants reported that they still had concerns about the time involved, making commitments and finding their school's niche (6 responses). There were also expressed concerns about what CoTEEP has done so far and what it will do in the future (4 responses), and the individual role of the teacher, especially in working with VCU students (3 responses).

Many of the participants felt that their first task upon returning to school and applying CoTEEP would be to communicate with other inservice and preservice teachers about CoTEEP (12 responses). Six responses dealt with the implementation of the site planning model and two responses dealt with collecting information for a proposed school handbook. When asked how they viewed the implementation of CoTEEP in the next few months, only two participants responded that it would be difficult. Eleven participants said they felt it would be possible, exciting, successful and interesting.

Eighty-three percent of the participants reported having high or very high overall satisfaction with the conference. Some of the suggestions and comments were "Excellent retreat/facilities" (3 responses) and "Let's repeat the retreat or have a follow up" (3 responses).

Summary: Information, Ideas, and Processes

The Administrators Planning Retreat and the Teacher Core Workshop were, as one Co-Director said with hindsight, the "two most significant activities this year . . . . This was the point at which ownership began to develop." The second Co-Director stated the importance of these conferences in other terms: "an awareness and understanding of the concept of teacher development and the VCU teacher education program which has different expectations for preservice teachers in field experience, practica, and student teaching."

The two planning conferences seemed crucial for program development in terms of 1) important information presented, 2) important ideas introduced, and 3) important processes initiated. The two conferences were similar although certain activities were specifically phrased for the selected participants and their role. The information given, the ideas introduced, and the processes begun will be summarized.

Information Presented

Some information was stated orally and some was presented through packets of pre-conference materials. Background information focused on the "who, what, when, and where" of CoTEEP: the planning structure, the people involved, and the roles and responsibilities of the participating groups.

The nature of collaborative change was presented in several ways. Participants at both conferences were informed of VCU policy changes: placement of field and practica students and an equitable share of student teachers to be distributed within state endorsement guidelines among four area school divisions, of which RPS is one. Preservice teacher characteristics, as one aspect of information sharing for collaboration, were described. In addition, CoTEEP had received an exemption from state guidelines so that there preservice teachers could complete their teacher education program in one school division (not two as state certification required) if the candidates had a sequence of different placements among a cluster of schools, i.e. the 6 pilot schools.

The information which described CoTEEP's functioning in Phase IV, the state certification guidelines, and VCU policy changes was crucial background and orientation information. It suggested the importance of the roles of schools and school-based teacher educators in preservice education. Several principals, two of them recently appointed, and several teachers were new to the project. In addition, many participants, even those who were Planning Committee members, seemed to grasp the intention of the project better when it was given within the coherent structure of the conferences.

Important Ideas

Three important ideas were introduced: 1) the concept of "teacher development," 2) the concept of "program ownership," and 3) the goal of "to develop" a collaborative teacher education program for preservice and inservice education. The concept of teacher development was addressed orally and in the pre-conference packets. It was schematically drawn (See Figure 1 in Chapter I) and operationalized with a list of expectations for preservice candidates as they progressed in field experiences, practica, and student teaching. No expectations were listed for beginning teacher development (Phase IV in Figure 1).

The concept of "program ownership" was stated on several occasions at both conferences. Program ownership implied that the school division had the opportunity to plan and develop preservice and inservice teacher activities to benefit both groups. Inservice teachers would have an opportunity to influence preservice candidates, who would eventually become their colleagues, and to influence university programs. The importance of school-based preservice teacher education from prior research and the survey of VCU preservice candidates was emphasized. These candidates rated knowledge obtained from the "field," i.e. schools and teachers, extremely high. The concept of ownership was operationalized with the school site planning model.

The concept of "to develop" a collaborative program, was stated several times. The collaboration in program development and the resulting program does not yet exist. The information regarding VCU policy changes and state certification guidelines indicated that the project was at the point where the next logical step was development of activities for preservice candidates by the 6 pilot schools and their Teacher Cores.

Important Processes

Three important processes were initiated: 1) values clarification among school participants regarding preservice teacher education and educational issues, 2) commitment to develop a collaborative program which implied that inservice teachers would become teacher educators, and 3) planning by each pilot school for specific preservice teacher activities.

The values clarification processes for both the administrators and teachers were intended to encourage the attitude that different people and institutions with different perceptions can work toward the same goal. As one Co-Director said, "the facilitator was mediating and he didn't know it!" The breaking down of long-held stereotype views regarding higher education and public schools became an evolving process.

The commitment to develop a program was illustrated when the list of "concerns" was shorter than the list of "good outcomes of CoTEEP." The concerns, however, were still important and became agenda topics for the Planning Committee meetings and for Phase V. These concerns were: 1) integrating the preservice activities with school program emphasis and inservice education; 2) understanding more fully the concept of teacher development by clarifying the different expectations for a field student, a practicum student, and a student teacher; and 3) the selection process for the Core teachers in the 6 pilot schools.

The third process was that of site planning. Two types of planning occurred: one to identify the school, its program emphasis, and its unique aspects which foster pride. The second type was a planning model of processes and products for preservice teachers, Core teachers, and the total schools. It was emphasized at both conferences that planning was only begun and development should be continued throughout Phase IV.

In conclusion, the Administrator Retreat and the Core Teacher Workshop were very successful. The Co-Directors and Planning Committee, according to the participants, had identified a crucial need in program development: concentrated planned time with the use of national consultants to develop "ownership" for school-based teacher education activities. Two-thirds of each group began to be aware of the possibility of "program ownership" and to identify their roles and three-quarters of the participants felt they could continue to work on the site plan for school-based teacher education. These two conferences were extremely useful in moving the project towards its goal of establishing a model of a collaborative teacher education program.

CHAPTER III: DEVELOPMENT OF SCHOOL-BASED TEACHER EDUCATION

Planning school-based teacher education activities in Phase IV began with the Administrator Retreat and continued throughout the year. This Chapter describes the development of school-based teacher education activities by the six pilot schools. The two groups primarily involved were the Planning Committee and the Core Teacher group in each of the six pilot schools.

The planning and development cycle focused on two themes: 1) organizing the collaborative teacher education program Phase IV components and 2) developing activities for preservice teachers in the six pilot schools which could be viewed as a form of inservice training for the Core Teachers.

Data were documents and field notes taken of the Planning Committee meetings. A three page questionnaire on school-based activities was completed in May, 1986, by representatives of each school enrolled in the Workshop: Working with the Master Teacher. The questionnaire had both common questions for all schools and individual questions for each school which focused on the plans made at the Administrator Retreat. Five of the 6 schools completed the questionnaires. Ethnographic interviews of the Co-Directors provided additional insights.

Organization of Phase IV Program Components by the Planning Committee

The Planning Committee was composed of three representatives from each of the six pilot schools, several RPS central office representatives, two representatives from the VCU Division of Teacher Education, one representative from the Virginia Department of Education, Division of Professional Development, and the Evaluation Specialist as an ex-officio member. Monthly meetings were held in September, October, November, and January during 1985-86. The meeting place was rotated among the six schools. Any member could submit an agenda item. A member from the host school chaired the meeting and sent the subsequent minutes to all members.

The organization of Phase IV program components and processes centered on follow-up of the Administrator Retreat, planning for the Core Teacher Workshop, organizing inservice education, i.e. Instructional Leadership Seminar and the Workshop-Seminars, initiating preservice teacher education activities, and providing evaluation feedback and designs. Discussions were lively with a free exchange of ideas, brainstorming and constructive suggestions. Decisions were made by consensus, frequently after several meetings. The discussions and actions are summarized below.

Materials developed by each school at the Administrator Retreat were distributed to representatives of each school. These materials included: Retreat Targets (goals), the Working Agenda, summaries of group reports on Outcomes and Concerns about CoTEEP, the Site Planning Model, the Individual School Plans which contained School Descriptions and Plans for Immediate Follow-Up. In addition, the Retreat Follow-Up, i.e. the participant's list of follow-up strategies and 20 items considered the "Best Ways to Fail," was distributed. These have been previously described in Chapter 2. A summary of the participants' evaluation (questionnaire) of the Retreat was also presented.

Planning for the Teacher Core Workshop was initially done by a five member sub-committee. The workshop schedule, date, and location with the objectives were presented at the September meeting. Pre-conference packets were to be developed for each teacher. Discussions about the number of teachers who could attend centered around obtaining substitutes, conflicting with a VASCD meeting, and maintaining administrative responsibility for each school.

Plans were further developed at the October meeting when the consultants of the Administrator Retreat had been obtained. Each school administrator made arrangements for substitutes and the final lists of teachers attending from each pilot school were eventually compiled. Each school was requested to have the Core Teachers meet prior to the workshop to discuss the objectives and to pre-plan. Ideally, teachers who made a two year commitment to CoTEEP would attend.

Planning for the workshop-seminar series occurred in the fall meetings. The Instructional Leadership Seminar began in early fall and was quickly organized. Each school was asked to select two teachers based on criteria established by the Planning Committee. The seminar focused on coaching, advising, mentoring, and clinical supervision and developing skills in analyzing instruction. These teachers would have an opportunity to begin developing skills of an instructional leader. The Workshop-Seminar Series planning involved Core Teachers of each school selecting preferred topics, and teachers making a choice from the final list of workshops. Administrators and curriculum specialists could also enroll in the seminars. The preliminary series was discussed in September and the final selection made in December. The Superintendent of RPS agreed to offering a 1 credit workshop during staff development. In January, 1986, the final selection included four workshops and a fifth workshop for administrators and teachers who had completed the Instructional Leadership Seminar. Because of the scheduling of this workshop, however, only administrators enrolled. All workshops offered one hour graduate credit.

Preservice teacher activities were planned and developed in all committee meetings. A list of VCU preservice teachers placed in the pilot schools was distributed in September. The list was organized to illustrate the developmental continuum of the VCU teacher education program, i.e. field student, practica student, and student teacher, with the names of the school and the cooperating teacher. An information sheet was developed for each cooperating teacher which described the "VCU Field Experience Sequence in Elementary Education" and specified the "unique set of expectations" and "specific purpose" of each type of field experience. A VCU School Visitation was organized as a bus tour taken by all 33 field students to visit three pilot schools November 19th and the remaining three pilot schools November 21st. Each school provided a half-hour school orientation program and building tour for the field students.

Several discussions centered on how to implement the CoTEEP model for preservice teachers in Phase V. The model called for CoTEEP graduates to have their experience as a beginning teacher in one of the six pilot schools. Concerns were expressed that the CoTEEP experience did not guarantee employment. Suggestions were made that the Co-Directors write to specific RPS administrators regarding the CoTEEP students. The letter would suggest that that if these candidates sought employment with RPS, their applications should be viewed favorably. The letter was sent in late April, 1986 (See Chapter 6).

Evaluation feedback and proposed designs were presented at each Planning Committee meeting. The participants' assessments of the Administrator Retreat and the Teacher Core Workshop were distributed. A six page summary with 3 charts and 2 tables of the objective-setting study which identified 36 generic knowledge and 10 educational beliefs for elementary preservice teachers was discussed and disseminated. The proposed evaluation design for Phase IV was presented and revised with input from the Planning Committee.

Participation of School-Based Teacher Education: the Pilot Schools

Representatives of five of the six schools completed a check sheet of 1985-1986 activities to indicate their participation in the CoTEEP school-based activities. Other data were added for accuracy. Below is a summary.

Participation in Administrator Planning Retreat:
6 schools

Participation in Teachers' Planning Workshop:
6 schools

Regular attendance at monthly CoTEEP Planning meetings:
6 schools

Served on a Planning Committee sub-committee:
3 schools

Number of times CoTEEP Teacher Core met in 1985-86:
2 schools - twice
2 schools - three times
1 school - more than four times
1 school - not reported

Participation by faculty in the CoTEEP Workshop-Seminars:

Instructional Leader	6 schools
Reaching Out to Parents	2 schools
Effective Classroom Management	6 schools
How to Get It All Done: Time/ Stress Management	5 schools
Remediation Into Action In Your Classroom	5 schools
Leadership in Working with Master Teachers	6 schools

The degree of participation by the six pilot schools in the development of school-based teacher education activities is very high, especially for those activities which were centrally organized and involved all pilot schools. The number of Teacher Core meetings varied from two times to more than four times during the year. Most schools had faculty members in five of the six workshop-seminars.

Development of School-Based Teacher Education: The Pilot Schools

Each school reported the degree to which they attained school-level teacher education objectives developed at the Administrators' Retreat. Additional activities accomplished were also reported. Below is a summary by school.

School A

School A leaders reported the results of the Administrator Planning Retreat to the entire School Teacher Core, encouraged Core teachers to re-read the CoTEEP materials, brainstormed with the Teacher Core ways to work with preservice teachers, and reported these ideas to the CoTEEP Planning Committee. Other activities included encouraging Core Teachers' participation in each of the Workshop-Seminars and teacher development of preservice teacher activities which used school resources. This project year emphasized the Core Teachers developing unique ways to work with preservice teacher candidates.

School B (no data)

School C

The Curriculum Specialist selected the CoTEEP Core Teachers with pre-established criteria. The Curriculum Specialist also met with the entire faculty to share CoTEEP goals as they related to building needs. Agendas and memos were distributed to the CoTEEP Core teachers after each meeting and prior to scheduled activities. The entire staff was informed of the school agencies which worked in a collaborative relationship with the school. Of special importance was developing an understanding of the components of the VCU preservice program: foundations, clinical teacher education (field placement, practicum), student teaching. This project year emphasized selection of Core Teachers and a beginning understanding of the CoTEEP project and the VCU preservice teacher education sequence.

School D

A Co-Director spoke to the entire faculty at a staff meeting, using the CoTEEP slide-tape presentation. The CoTEEP slide tape gives an overview of the project from its inception through January, 1986, with pictures of the major activities and participants. A smaller Core Teacher group was selected to continue in the project; however, all interested faculty were encouraged to participate in the workshop-seminars. The Core Teacher group was encouraged to take a greater leadership role among staff and to develop a school theme. Members of the Teacher Core also developed a school handbook for preservice teachers. The school worked with CoTEEP practicum and student teachers. This project year emphasized faculty awareness of the project and the selection and leadership role of Core Teacher with the staff and preservice teachers.

School E

CoTEEP goals were explained to the entire faculty during a staff development meeting and at grade level meetings. Core Teachers were selected, orientation sessions held with them and active planning was encouraged. The school arranged an orientation for preservice teachers with a short program by the students. This project year emphasized faculty awareness of the CoTEEP project, the selection of Core Teacher group, and organizing a tour of the school for preservice teachers by students.

School F

A CoTEEP orientation was presented to the faculty during a regular staff meeting. The Core Teachers had regular meetings to implement their school plan and they were encouraged to enroll in the workshop-seminars. A student handbook about the school, citing community resources, was developed and an orientation session held for 14 preservice teachers (CoTEEP and non-CoTEEP). This project year emphasized faculty awareness of preservice teacher education and providing an orientation program for all preservice candidates.

Suggestions for Phase V School-Based Teacher Education

Each school made suggestions for CoTEEP activities for the Core Teachers, the entire faculty, and the Planning Committee for Phase V. The following summarizes the suggestions.

1. Provide scheduled time for information sharing and Core planning meetings.
2. Identify seminars to refine/implement each school theme, i.e. Effective Schools movement.
3. Develop and implement a Master Teacher or Lead Teacher Plan.
4. Resolve conflicts in scheduling information meetings and workshop-seminars with busy teachers, i.e. "although the CoTEEP concept is of value, the sessions are too long."

In conclusion, the pilot schools participated to a high degree in all program components, especially those centrally organized by the Planning Committee. The goal of CoTEEP, however, is to enhance the quality of the interactions among preservice teachers and inservice teachers in collaborative teacher education. As one Co-Director expressed it, the "concept of collaboration implies two institutions thinking along the same lines. There are very opposing views on different aspects of the program. It's a long process because who can direct people to a different kind of thinking?" On a scale of 1 to 10, this Co-Director would place the quality of the interactions which focused on teacher education about the level of 3 or 4. According to her, there is much to be done toward "collaborative thinking."

The second Co-Director felt progress had been made in that school-based teacher educators were no longer thinking in terms of preservice teacher education as just student teaching. Participants now talked in terms of teacher development: field experiences, practica, student teaching, and beginning teaching. More principals than before were aware of the concept of teacher development. She saw distinctions among schools in the quality of interactions and the extent of the interactions between school-based teacher educators and preservice teachers. Three schools were actively involved and one especially was initiating preservice teacher activities drawing on the school resources and the entire staff. Other schools were at an awareness level and needed to develop ways toward improving the quality of the interactions through wide use of the staff and school programs. Involving both middle schools and elementary schools made it more difficult for two school levels to simultaneously go through the planning-development-implementation cycle.

One of the most successful strategies used in Phase IV was the School Visitation Tour for preservice students during their first field placement experience. The visitation seemed to have two effects: 1) preservice teachers knew of the pilot schools and CoTEEP and 2) preservice teachers acquired an initial awareness of the variety of schools within one school system. Depending upon the nature of the half-hour orientation program, i.e. administrator planned or Core Teachers planned, inservice teachers could become conscious of an additional role - not only one of teacher but also one of teacher educator. As one Co-Director expressed it "the whole notion that preservice teachers know that the inservice teachers are committed to their training helps them [teachers] to develop a different perspective -- has a lot to do with how preservice teachers view us [schools] and how inservice teachers view themselves . . . exposure to CoTEEP seems to help inservice teachers become more effective in working with preservice teachers; they have broadened their thinking of their roles as teachers -- this is exciting!"

The pilot schools reported very few specific ways they had worked with preservice teachers. It should be noted that administrators completed the questionnaire and not Core Teachers. Although orientation sessions were held for the School Visitation tour and some schools developed handbooks, other activities by the inservice teachers in each pilot school are either not known or not consciously thought of as teacher education -- for either preservice or inservice teachers. School-based teacher education activities emphasized more the development of such activities rather than a routine implementation of pre-planned activities. With the many RPS administrative and program changes, additional assistance may be necessary for the pilot schools to develop and integrate preservice teacher education into existing school programs and activities. If this occurred, teacher education (inservice and preservice) would become an ongoing part of the school culture and not be considered as "addition," "extra job," or something to consider when "we have time."

CHAPTER IV: ASSESSMENT OF WORKSHOP-SEMINAR SERIES FOR INSERVICE TEACHER EDUCATORS

The 1986 Workshop-Seminar Series consisted of the Instructional Leadership Seminar for selected teacher educators in Fall, 1985, and four workshop-seminars in Spring, 1986, in which any teacher educator could earn one hour graduate credit. The Instructional Leadership Seminar was a new seminar begun in Phase IV for two teachers from each of the 6 pilot schools, selected by specific criteria. The topics for the four workshop-seminars were developed from suggestions and surveys of teacher educators in the 6 schools. The topics were: "Reaching Out To Parents," "Effective Classroom Management," "How To Get It All Done: Time/Stress Management," and "Remediation Into Action In Your Classroom: Strategies and Development Of Materials." Each school was encouraged to have some teachers from the pilot site enrolled in each of the four workshops although teachers could enroll up to three of the four workshops. This chapter describes each workshop-seminar and summarizes the impact of the instruction as perceived by the consultants and the participants.

Data were collected through in-depth interviews of the five consultants in March, 1986. The interview schedule may be found in the Appendices. Because of time constraints, one of the consultants was not interviewed. However, she did provide a copy of her workshop syllabus. Data for the consultants' description and assessment is presented in narrative form.

Data also included participant's assessment of the workshop-seminars. Two instruments were developed. The Instructional Leadership Seminar Attitude Survey was reviewed by a panel of experts and revised several times. The instrument consists of 11 open-ended statements which focused on attitudes, feelings, and perceptions relating to instructional leadership. It was administered to the nine class members on October 30, 1985. The post instrument was mailed to class members who completed the seminar (8) on February 10, 1986. Seven responses were returned. The pre and post attitude responses of the seven inservice teacher educators are reported in a qualitative analysis.

Data for the Spring workshop series were collected from the teacher participants during the last meeting of each workshop, with the exception of the "Reaching Out To Parents" workshop. Because of illness, the consultant was forced to hold the last session at a date much later than planned, and only a small fraction of the participants were able to attend. One hundred percent of those participants were surveyed and responded through the mail. The questionnaire given to the participants contained 22 items on a four Likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree, and five closed-ended questions on demographic characteristics. Also, the participants were given the opportunity to express interest in workshops to be offered in the future, and were asked to indicate the workshops they had, are, or would be attending. Two open-ended items asked for the most beneficial aspects and suggestions for improving the workshop in which they participated. The Likert scale portion of the questionnaire consisted of three items dealing with support system, four items dealing with content and format, two items dealing with general short-term impact, two items dealing with personal short-term impact, three items dealing with short-term impact on school diffusion, and eight items dealing with possible long-term impact on preservice and inservice teachers. The questionnaire was a revision of that used in Phases II and III. A copy of the Assessment of CoTEEP Workship-Seminar Series, Spring, 1986 may be found in the appendices.

Data for the inservice teachers' assessments of the four spring workshop-seminars are presented in Table 3. Forty-eight of the 64 teacher participants responded to the questionnaire, resulting in a response rate of 75%. The data are reported as percentages which were calculated to the nearest tenth of a number and rounded.

Description and Assessment of the Instructional Leadership Seminar

Description

The purpose of the Instructional Leadership seminar was to answer such questions as "What do people need to do to become instructional leaders?" The course was developed mainly to serve awareness level purposes, and not to immediately move the participants into clinical supervision roles.

Initially, the consultant needed to determine the skills that the participants had and get a "feel" for the group in order to determine how best to proceed with them (for example, how much time should be spent on a particular topic, when should a topic be presented). This assessment of the participants was not for the purpose of deciding what content to cover in the seminar.

The consultant felt that an instructional leader needs to have a knowledge base that goes beyond the classroom walls. Leaders also need to understand how society views education and to be aware of some of the current problems facing education. Because of this orientation on the consultant's part, the participants were required to do extensive reading. They read several articles related to such topics as mentoring, coaching, clinical supervision, career ladders and the notion of the Master teacher. These readings consisted of approximately 200 pages.

Participants in the seminar developed their supervisory clinical skills by analyzing videotapes, ranking the problems found in each situation, suggesting ways that the teacher might improve, and structuring a debriefing session. The consultant found that by the end of the seminar the participants were very good at analyzing a 20 or 30 minute videotape.

All of the participants were required to develop a clinical services handbook. In addition, they were each required to complete an instructional improvement project and present it to a group of adults (e.g. at a faculty or grade level meeting). This second project focused on having each participant identify a problem in their school and suggest possible solutions.

Because the main focus of this course was initial role specification, the consultant said that he would not feel comfortable "turning the participants loose" right away. Rather, he feels that he would need to have them for another semester before he would feel confident that they could truly function as instructional leaders within their school setting.

Assessment

The Instructional Leadership Seminar Attitude Survey consisted of 11 open-ended statements of "attitudes, feelings and perceptions which related to instructional leadership." Below is an illustrative statement on the instrument.

When the principal questions my judgment, I feel

1. that he may have a valid viewpoint because . . .
2. threatened to tears because . . .

3. relieved that he is concerned, but I feel . . .

4. that he does not understand the situation; however, I think . . .

Of the eleven statements, two were indicators of teaching values, three referred to situations of working with peer teachers, and six statements related to hypothetical situations in supervisory roles. The hypothetical situations were potential evaluative interactions. The instrument was developed by the Evaluators and reviewed several times by the instructor and others. The post assessment format was changed slightly for purposes of clarify after a preliminary analysis of the pre assessment data.

The data is presented in a qualitative format which illustrates the range of attitudes stated. Those most frequently expressed attitudes are reported first in the pre or post assessment. In the post assessment, statements which suggested a deeper or new meaning in the attitude are presented. The range of attitudes in post assessment is also given. If the post assessment statements reflected similar pre assessment statements with no additional meaning, "similar statement" is reported. The analysis did not reduce each statement to one attitude, but searched for expressions of more elaborate or complex meanings.

Pre and Post Assessment

1. Maintaining classroom discipline to me is:
   Pre Statements:
      - "most important if learning is to take place"
      - "necessary for effective teaching"
      - "not always as important to me as to my peers"

   Post Statements:
      - similar statements

2. When I work with peer teachers on a committee, I feel:
   Pre Statements:
      - "confident. I sometimes feel that others can look at something more in-depth than I."

- "I usually feel comfortable in such situations if one does not try to maintain a sense of complete autonomy among the group or be extremely dogmatic."

Post Statements:
- "a part of their concerns"
- "intellectual stimulation I don't get in the classroom"
- "quite able"

3. I think of a supervisory conference as:

Pre Statements:
- "good ways to improve and share thoughts"
- "necessary"
- "a means of helping me improve my teaching strategies"

Post Statements:
- "a way of encouraging professional growth"
- "time to reflect on my ways of teaching"
- "gives me a chance to grow - to see myself as others do and air my viewpoints"
- "a chore"

4. When I hear of teaching being called a profession, my opinion is:

Pre Statements:
- "super because so many persons have lost respect for the art of being a teacher"
- "This is true."
- "that the idea of teaching as a profession has declined some in the eyes of society today"
- "it is a profession but only in name"

Post Statements:
- "definitely one because of the dedication and commitment"
- "it is not a true profession"
- "we need to work toward that goal"

5. When a colleague gives me advice, I think that he/she is really telling me:

Pre Statements:
- "something that is good for me because we work as a team"
- "something that will help me"
- "she cares"
- "I listen and then re-evaluate that advice as it relates to the situation"

Post Statements:
- "constructive criticism and not as a put down"
- "there are better ways to do things"

6. I am a department chair. When I evaluate my colleagues, I feel:

Pre Statements:
- "unprepared to do a good job"
- "inadequate"

- "I was put in a delicate position but as tactfully as possible I would do what was required of me"
- "a little bit frightened . . . I'd use the 'power of praise'"
- "comfortable in evaluating my colleagues"

Post Statements:

- "competent and able to help"
- "firm, frank, and firm . . . must point out positive and only critique one or two areas that are negative"
- "need to work on areas that will improve the whole dept."
- "strange"

7. When I observe a lesson by a peer or student teacher, I tend to note:

Pre Statements:

- "student involvement and whether the information was understandable"
- "their rapport with children and their attitudes"
- "the good aspects of what was happening"
- "if . . . they were able to meet unexpected situations head on"
- "eye contact . . . statement of objectives, follow-up of lesson"
- "classroom management techniques, preparedness, format of lesson, voice quality, content of lesson"

Post Statements:

- "classroom management, objectives, components of a good lesson, rotation, voice, rapport, student involvement opposed to excessive teacher talk, preparation . . ."
- "students involved and teacher prepared"
- "overall weakness"
- "strengths and weaknesses"

8. When giving feedback to a student teacher after observing him/her teach a lesson, I:

Pre Statements:

- "constructive . . . alert them to options"
- "state all the positive points first, suggest ways to improve, ask how they would improve the next time"
- "have her evaluate her weak areas and suggest strategies"
- "feel inadequate"

Post Statements:

- "find areas to compliment and work to improve one area"
- "am honest, make known the good and bad points of the lesson, offer suggestions, listen to her opinions/feelings and then sum up by stating 2-3 specific things to work on"
- "positive feedback, critical remarks and solutions to problems"
- "honest"

9. When the university supervisor comes to observe my student teacher, I feel:

Pre Statements:

- "comfortable to ask questions and state concerns"

- "he/she is also observing me"
- "extremely good because they show concern"

Post Statements:

- "secure in knowing that we had conferred and planned for even the unexpected"
- "comfortable . . . this is my first one, by the way"
- "he/she needs to be aware of the opportunity and make the most of it"
- "glad to have someone to discuss ways to establish a successful teacher"

10. If I recommend that my student teacher receive a C, I would feel:

Pre Statements:

- "needs to improve"
- "deserved it after I worked hard to prevent this"
- "I had not done all that was possible"

Post Statements:

- "I had done all possible and he just isn't ready to perform better"
- "my student teacher really earned it"
- "comfortable, particularly if I had kept both the university supervisor and the student teacher abreast"
- "comfortable if I had worked with the student teacher and she did not attempt to improve"
- "she should already be aware and that I can back up my recommendation"
- "that I had not done my best"

11. If the university supervisor felt that my student teacher deserved a C, but I believed that he/she deserved an A, I would feel:

Pre Statements:

- "talk to the university supervisor and then decide"
- "I was the better judge because I see her daily"
- "we should both re-evaluate"
- "suggest an additional period of evaluation"
- "justified to have a conference to see why we view the student differently"
- "never knew what the university did"

Post Statements:

- "we should compare notes"
- "I would need to be shown why"
- "disappointed and try to share my notes and observations"
- "we missed in negotiation and need to communicate"
- "my judgment and documentations are being questioned and it would threaten my credibility as an educator"

Summary

The pre assessment statements suggest a range of attitudes in potential supervisory situations were held by class members. A range of attitudes on the post assessment was also indicated, but most respondents tended to approach the hypothetical situations with more positive attitudes. In general, the post assessment statements were more specific and more elaborative in what the individual would observe in classroom instruction. Most pre statements emphasized student involvement and rapport with little concern for critiquing. Post statements detailed more classroom instructional processes and observation of both strengths and weaknesses. The clinical supervisory procedures are more clearly delineated. There appears to be a feeling of more confidence in one's judgment, if one has worked closely with the individual by maintaining documentation and providing specific feedback with suggestions. In addition, respondents reported different ways to work with a university supervisor. On post assessment most respondents identified the performance of the individual as the responsibility of the person and did not feel professionally uncomfortable if the individual, based on "honest" constructive criticism, did not achieve reasonable expectations.

A number of statements in the post assessment seem to reflect the developmental nature of becoming a teacher with an emphasis on working on 2 - 3 specific areas at one time. Furthermore, several statements suggested that the respondent could delineate expectations for student teachers within the total process of becoming a teacher.

Description and Assessment of Four Workshop-Seminars

Description

The CoTEEP Workshop-Seminar Series was comprised of four workshops which were scheduled to meet for five sessions each. Because of the teacher participants' input from the 1984-1985 Workshop-Seminar Series, the starting dates of the four workshops were staggered, with only some overlap between the workshops. The starting dates were January 27, February 4, March 3, and April 1, 1986. Each of the workshops was held in one of four CoTEEP schools.

The topics for the workshops were "Reaching Out To Parents" (workshop #1), "Effective Classroom Management" (workshop #2), "How To Get It All Done: Time/Stress Management" (workshop #3), and "Remediation Into Action In Your Classroom: Strategies and Development of Materials" (workshop #4). The format of the Workshop-Seminars was five class meetings, with one of the five allotted to implementation of the strategy in the classroom. All but one of the workshops followed this format.

The "Time/Stress Management" workshop was so enthusiastically received by the participants that they requested that the consultant spend time in class for all five of the scheduled workshop meetings. He complied, and also indicated that each of the scheduled classes lasted longer than the time allotted for the meeting.

The four workshops followed basically the same format. The consultant provided readings and other materials for the teacher participants' use. Each of the consultants required some type of written or otherwise completed assignment to be turned in for assessment. Examples of the assignments required include a project designed to get parents more actively involved in the school community, a list of the stressors encountered throughout the week, and a short paper describing "what kind of teacher you are."

Each of the consultants felt the need to establish some kind of knowledge base for the material they were presenting. This was done by having the participants review current research and view videotapes so they might better understand those topics being addressed. The consultants used a variety of methods of teaching, both experiential and didactic, in the workshops.

The consultants approached the workshops as a way to provide the participants with a knowledge base in a given area as well as a way to provide suggestions for practical classroom applications of these methods.

Consultant Assessment

The consultants perceived an interest in the methods and materials presented on the part of the teacher participants. All of the consultants felt that the diversity of the groups was an advantage to the participants as they were exposed to differing points of view. Each of the participants was required to complete an assignment, and although they differed in length and depth from workshop to workshop, the consultants were generally pleased with the quality of the work they received.

The Time/Stress Management workshop was perhaps the most enthusiastically received by both participants and consultant alike. The consultant spent a great deal of time relating the enthusiasm of the participants and their willingness to learn and apply what they had learned to their lives both inside and outside the classroom. He seemed to have a dedicated approach to the workshop, and indicated to the participants that they must indeed want to learn the strategies of time and stress management if they were to get anything from the workshop.

One of the consultants felt that the presence of building administrators in the workshop may have altered the dynamics of the group, although she did not feel that their presence was negative in any sense. Overall, the consultants felt that the mixed groups of teacher participants in their workshops worked well together, and they were pleased with their level of interest and the quality of the work they received from them.

Participant Assessment

The Assessment of CoTEEP Workshop-Seminar Series, Spring, 1986 was administered to 48 of a total of 64 teacher participants during the last meeting of each workshop during the spring semester, 1986. The data are presented in Table 3 at the end of this chapter. A copy of the Assessment of CoTEEP Workshop-Seminar Series, Spring, 1986 may be found in the appendices.

Demographic Characteristics of the Teacher Participants (Items i-v)

Across the four workshops, a maximum of 63% of the teacher participants cited a Bachelor's degree as the highest degree earned. At least 25% of the participants had earned Master's degrees, with the number of earned Master's degrees ranging from 25% (in workshop #4) to 57% (in workshop #3). The Master's degrees were earned in areas such as Education, Counseling Education, Media, Supervision, Early Childhood, and Elementary Education. Eight percent of the participants in workshop #1 and 12% of those in workshop #4 had earned advanced certification in Administration.

A minimum of 65% of the 48 teacher participants in all four workshops had taken their last education course within the last three years (1984-1986). The percentages were 65% in workshop #2, 75% in workshop #4, 84% in workshop #1 and 93% in workshop #3. Sixteen percent of the participants in workshop #1 had taken their last education course before 1984, as had 14%, 7%, and 24% in workshops #2, #3, and #4, respectively.

Seventy-six percent of the participants in workshop #1 taught at the elementary level, while the remainder of the group consisted of a counselor, a curriculum specialist and a building principal. In workshop #2, 63% of the teacher participants taught grades K through 6, along with one participant who taught grade 8, one who taught EMR students and one counselor. The composition of workshop #3 was the most diverse. Fifty percent of those participants taught at grades pre-K through 3/4. The remainder of the participants were a grades 6-8 media specialist, eighth grade English teacher, eighth grade math/science teacher, a counselor, an administrator, and a communicative arts teacher. In workshop #4, 61% of the participants taught in grades one through eight, while the remainder were grade 6 communicative arts, grade 8 communicative arts, and a curriculum specialist.

Across the four workshops, a minimum of 57% and a maximum of 79% of the participants had supervised VCU practicum and/or field placement students within the last three years. Within the past three years, a minimum of 38% and a maximum of 67% of the participants reported having supervised student teachers.

Support System (Items 1-3)

A majority (57% to 64%) of the participants reported that they very much enjoyed taking a university course with only Richmond City teachers. Additionally, between 12% and 29% reported that they enjoyed taking a university course with the other teachers. Of those who responded to the question, all of the participants reported that they either agreed or strongly agreed that taking the workshop with other teachers from their building was beneficial to them. Between 63% and 86% of the participants at least agreed when asked if they felt that their building administrators were interested in the fact that they were participating in the workshop-seminar series. None of the participants in workshop #1 responded to this item.

Workshop Content and Format (Items 4-7)

Only one participant in all of the four workshops felt that "the workshop had started very much above his or her level of information." All of the other participants either disagreed or strongly disagreed with this statement. Similarly, all of those who responded to the statement "advanced materials and plans were excellent" either agreed or strongly agreed. Only 8% of the participants in workshop #1 and 20% of the participants in workshop #4 felt that the workshop in which they participated was not "responsive to their individual needs." All but one participant in workshop #4 felt that the workshop was "relevant to their professional role."

Short-Term Impact: General (Items 8-9)

A majority (75% - 100%) of the teacher participants in the four workshops agreed that the workshops met their expectations. In two of the workshops (#2 and #4), 100% of the participants agreed or strongly agreed with the statement that they "have more knowledge about some recent educational trends because of the workshop-seminar." Ninety-two and 93% of the participants in workshops #1 and #3, respectively, agreed with that statement.

Short-Term Impact: Self (Items 10-11)

A majority (58% - 86%) of the teacher participants felt that the strategies presented by the consultants were new to them. In addition, most of the participants (67% - 100%) felt that they had gained additional insights about themselves as a professional as a result of the workshop.

Short-Term Impact: School Diffusion (Items 12-14)

While many (37% - 100%) of the participants said they had discussed the strategies with other teachers who did not participate in the workshop, some of them (25% - 50%) did not. Similarly, between 51% and 88% of the teacher participants shared some of the handouts they received with other teachers who did not participate in the workshop, while 16% to 50% of the participants did not. Only a small majority (36% - 67%) of the participants said they had discussed with an administrator ways to share what they had learned in the workshop with other teachers. Twenty-five to 64% did not have such a discussion with the school administrator. It would seem that the teacher participants are more willing to share the information they have gained with another teacher directly rather than discussing methods of diffusion with a building administrator.

Long-Term Impact: CoTEEP Preservice and Inservice Teachers (Items 15-22)

Only 7 to 33 percent of the teacher participants felt that their participation in the workshop-seminar would not enable them to better supervise VCU preservice teachers. Many (32% - 100%) of the participants also said they would feel more comfortable analyzing a preservice teacher's performance as a result of having participated in the workshop. Most of the participants (76% - 100%) said they would feel comfortable sharing the strategies they had learned with another teacher, with a preservice teacher (79% - 93%), and with a building administrator (79% - 100%). Only 21% of the participants in one of the workshops did not feel that the strategies learned were applicable at their school, while all of the rest agreed that they were.

As a result of having participated in the workshop-seminar series, the majority of the teacher participants (85% - 100%) agreed that at this point, their ownership in CoTEEP is high. They also feel more comfortable with their participation in CoTEEP (78% - 100%).

Summary

The spring Workshop-Seminar Series was presented by four consultants and emphasized the practical application of strategies in the classroom and/or school. They focused on working with parents, classroom management, time/stress management, and putting remediation to work in the classroom. Each of the workshops was presented over a five week period with one week left free for implementation and/or brainstorming activities.

Although the requirements differed from workshop to workshop, the consultants felt that the materials produced by the teacher participants were of high quality. They also felt that the diversity of the groups was a bonus for the participants, as they were given the opportunity to approach things from a variety of viewpoints. One consultant in particular seemed to notice spill over effects into the schools as more and more teachers wanted to participate in his already full workshop.

The assessment of the workshop-seminar series by the participants was positive. The teachers enjoyed taking a university course with only Richmond City teachers and especially with those from their own building. They recognized and appreciated the support they received from their building administrators. A large majority of the participants felt that the workshop started at the right level of difficulty, that the advance plans and materials were excellent, and that the workshops met their expectations by being both responsive to individual needs and relevant to professional roles.

Many of the participants reported that the material covered in the workshop was new to them, and that they now have more knowledge about recent educational trends. Many of the teacher participants discussed the strategies and shared materials with other teachers not in the workshop, but fewer of them reported discussing methods for school diffusion with a building administrator. A majority of the teachers felt that they would now be better able to supervise and analyze the performance of preservice teachers, and that they would be willing to share the strategies they learned with preservice teachers. Many also said they would feel comfortable sharing the strategies they learned with other teachers and building administrators.

Almost all of the teacher participants felt that their participation in the workshop-seminar series has increased their ownership in CoTEEP and clarified their role as a participant in CoTEEP. They reported feeling very comfortable about their participation in the collaborative teacher education program.

Table 3

ASSESSMENT OF CoTEEP WORKSHOP-SEMINAR SERIES
SPRING, 1986

All values reported as percentages

i. Check highest degree.

42	Bachelor's degree	WORKSHOP #1	N = 12
50	Master's degree		
8	Advanced certificate		
64	Bachelor's degree	WORKSHOP #2	N = 14
36	Master's degree		
0	Advanced certificate		
43	Bachelor's degree	WORKSHOP #3	N = 14
57	Master's degree		
0	Advanced certificate		
63	Bachelor's degree	WORKSHOP #4	N = 8
25	Master's degree		
12	Advanced certificate		

ii. My last graduate course in education was taken in _______ (year).

1977-8, 1982-8, 1984-8, 1985-25, 1986-50	WORKSHOP #1
1980-7, 1982-7, 1983-21, 1984-29, 1985-36	WORKSHOP #2
1983-7, 1984-7, 1985-36, 1986-43	WORKSHOP #3
1979-12, 1982-12, 1984-25, 1986-50	WORKSHOP #4

iii. My current teaching assignment is ______________________________.
(grade and/or subject/program)

K-25, 1-25, 2-8, 3/4-8, Early Childhood-8, Counselor-8, Curriculum Specialist-8, Principal-8	WORKSHOP #1
K-14, 1-21, 2-14, 4-7, 6-7, 8-21, EMR-7, Counselor-7	WORKSHOP #2
Pre-K-7, K-21, 1-14, 2-7, 3/4-1, 6-8 Media-7, 8 English-7, 8 Math/Science-7, CA-7, Counselor-7 Administrator-7	WORKSHOP #3
1-12, 2-25, 4-12, 8-12, 6CA-12, 8CA-12, Curriculum Specialist-12	WORKSHOP #4

iv. I supervised VCU practicum and/or field placement students during the last three years (check one).

75	Yes	25	No	WORKSHOP #1
57	Yes	43	No	WORKSHOP #2
79	Yes	21	No	WORKSHOP #3
75	Yes	25	No	WORKSHOP #4

v. I supervised a student teacher during the last three years (Check one).

67	Yes	33	No	WORKSHOP #1
43	Yes	57	No	WORKSHOP #2
50	Yes	50	No	WORKSHOP #3
38	Yes	62	No	WORKSHOP #4

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	No Response %	
1. I enjoyed taking a university course with only Richmond City teachers.	58	25	8	8	0	WORKSHOP #1
	57	21	14	7	0	WORKSHOP #2
	64	29	7	0	0	WORKSHOP #3
	63	12	25	0	0	WORKSHOP #4
2. Taking the workshop-seminar with other teachers from my building was beneficial to me. (Leave space if not applicable.)	67	25	0	0	8	#1
	64	21	0	0	14	#2
	86	7	0	0	7	#3
	75	25	0	0	0	#4
3. My building administrator(s) was (were) interested in what I was doing in the workshop-seminar.	0	0	0	0	8	#1
	36	50	7	0	7	#2
	29	43	7	0	21	#3
	38	25	12	12	12	#4
4. The workshop-seminar started very much above my level of information.	0	0	42	58	0	#1
	0	0	43	57	0	#2
	0	7	57	36	0	#3
	0	0	63	25	12	#4
5. Advanced materials and plans were excellent.	8	92	0	0	0	#1
	79	14	0	0	7	#2
	64	29	0	0	7	#3
	50	50	0	0	0	#4
6. Workshop was responsive to my individual needs.	25	67	8	0	0	#1
	86	14	0	0	0	#2
	79	21	0	0	0	#3
	50	38	12	0	0	#4
7. Workshop was relevant to my professional role.	25	75	0	0	0	#1
	79	21	0	0	0	#2
	71	29	0	0	0	#3
	63	25	12	0	0	#4
8. The workshop-seminar met my expectations.	17	50	33	0	0	#1
	64	36	0	0	0	#2
	86	14	0	0	0	#3
	50	25	12	12	0	#4

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	
	%	%	%	%	%	
9. I have more knowledge about some recent educational trends because of the workshop-seminar.	0	92	8	0	0	#1
	86	14	0	0	0	#2
	57	36	7	0	0	#3
	63	38	0	0	0	#4
10. The strategies presented by the consultants were "new" to me.	0	58	33	8	0	#1
	21	50	29	0	0	#2
	36	50	14	0	0	#3
	25	38	38	0	0	#4
11. I gained additional insights about myself as a professional teacher from the workshop-seminar.	0	67	33	0	0	#1
	79	21	0	0	0	#2
	79	21	0	0	0	#3
	63	25	12	0	0	#4
12. I discussed some of the strategies with teachers not in the workshop.	17	58	17	8	0	#1
	36	36	21	7	0	#2
	64	36	0	0	0	#3
	12	25	38	12	12	#4
13. I shared some of the consultants' passouts with teachers not in the workshop.	0	75	8	8	8	#1
	29	29	36	7	0	#2
	29	57	0	7	7	#3
	12	38	38	12	0	#4
14. I discussed with an administrator or team leader ways to share with other teachers what I learned.	0	67	25	0	8	#1
	7	29	57	7	0	#2
	14	43	14	7	21	#3
	0	38	38	25	0	#4
15. This workshop-seminar will enable me to better supervisor preservice teachers.	0	50	33	0	17	#1
	50	43	7	0	7	#2
	36	43	0	0	21	#3
	63	25	0	12	0	#4
16. I feel more comfortable in analyzing a preservice teacher's performance after this workshop.	8	25	42	0	0	#1
	43	43	7	0	7	#2
	21	50	0	0	29	#3
	38	63	0	0	0	#4

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	No Response %	
17. I feel comfortable in sharing these strategies with my fellow teachers.	17	83	0	0	0	#1
	36	57	7	0	0	#2
	71	21	7	0	0	#3
	38	38	12	12	0	#4
18. I feel comfortable in sharing these strategies with preservice teachers.	17	75	0	0	8	#1
	50	43	0	0	7	#2
	50	29	0	0	21	#3
	50	38	12	0	0	#4
19. I feel comfortable in sharing these strategies with my building administrators.	25	67	0	0	8	#1
	43	57	0	0	0	#2
	50	29	7	0	21	#3
	50	50	0	0	0	#4
20. The strategies are applicable at my school.	33	67	0	0	0	#1
	57	43	0	0	0	#2
	57	21	7	0	14	#3
	62	38	0	0	0	#4
21. My ownership in CoTEEP is high.	58	33	0	0	8	#1
	64	29	0	0	7	#2
	64	21	0	0	14	#3
	75	25	0	0	0	#4
22. As a result of taking this workshop, I now feel very comfortable about my participation in CoTEEP.	58	25	8	0	8	#1
	50	43	0	0	7	#2
	64	14	7	0	14	#3
	50	50	0	0	0	#4

CHAPTER V: PRESERVICE TEACHERS' PARTICIPATION AND GRADUATES' ASSESSMENT OF THE COLLABORATIVE TEACHER EDUCATION PROGRAM

This chapter presents a record of preservice teacher participation in the collaborative teacher education program and a summary of graduates' assessments of the program as viewed by these students. Graduate assessment data was obtained from relevant items on the Graduating Teacher Candidate Survey administered spring, 1986 in the student teaching seminar. The relevant items were those pertaining to career aspirations and program assessment.

Preservice Teachers' Participation

Preservice teachers participated in the collaborative teacher education program in 1984-85 in field experiences, practica and as student teachers. In Spring, 1985, 8 students had field experiences (EDU 321) in four CoTEEP pilot schools. In Fall, 1985, four students had graduated from the collaborative teacher education program. All four students, during their field placements, practica, and student teaching had been placed in three different pilot schools. Three of these graduates were earning K-4 endorsements and one was earning a 4-8 endorsement. Three of these graduates completed their professional teacher education program in two years and one graduate completed her program in three years.

Graduates' Career Aspirations

Of the four female CoTEEP preservice teachers, one stated that she would prefer to initially teach at the preschool level, while two chose early elementary and one preferred the middle school/junior high level. There was no consensus on the type of setting preferred (inner city, urban/city, suburban, rural) or the size of school (small, medium, large) one would prefer to work in. Two of the preservice teachers did indicate that they would prefer to work in a public school setting.

The degree of confidence they felt in being able to perform the duties of a full-time teacher without further coursework was very diverse, with each candidate choosing a different level of confidence ranging from "some," "moderate," "high" to "complete." There was slightly more agreement when they were asked to indicate their confidence in performing specific teaching roles. Of the four, two of the candidates indicated that they have complete confidence in their ability to "establish effective working conditions with other teachers and school administrators," and in "identifying the relative strengths and shortcomings of their own classroom performance." Three of the four expressed high confidence in their ability to decide "what to teach," how to "manage the classroom in a way which minimizes discipline problems," "maintain active student participation in classroom tasks" and "develop materials for instructional use." Two of the preservice teachers indicated that they have moderate confidence when it comes to "maximizing student understanding of subject matter," "establishing effective working relationships with students who have special needs," "collecting and interpreting information regarding student needs and achievements," and "selection and use of instructional materials." Two of the candidates indicated that they had little or no confidence in being able to "teach with computers."

Three of the four CoTEEP preservice teachers indicated that they intend to search for a job in Virginia, and only one indicated a willingness to leave

Virginia to take a job in another state. The teacher candidates felt that opportunities for professional advancement were of high importance in deciding which job to take. Also regarded as highly important were "location close to family or relatives," "other aspects of geographical location," "salary/fringe benefits," "intellectual stimulation of workplace," and "affective or interpersonal climate of workplace." Two of the four preservice teachers felt that the intellectual stimulation and affective or interpersonal climates of the workplace were critically important factors in the decision of which of two jobs to take.

While only one of the candidates indicated that teaching is the only career choice she is considering, two indicated that teaching is the first of the career choices they are considering. Two of the preservice teachers also hope to find a teaching job right after graduation. All of the candidates indicated that they would be graduating at the end of Spring semester, 1986.

The career goals of the teacher candidates included school administration (2 responses), leadership in a teachers' organization (3 responses), informal leader within the school (3 responses), teaching at a junior college or university (2 responses), teaching in a foreign country (2 responses), serving as a coach (2 responses), and working in specialized school roles (2 responses). Two of the candidates indicated that they have interests in pursuing the role of a school librarian. Three of the four indicated that they would not earn an endorsement in special education, and that they would receive certification as an early elementary teacher.

Graduates' Assessment of the Program

Fifty percent of the preservice teachers indicated that as student teachers they had the responsibility of teaching the entire class for a minimum of three weeks, while the other fifty percent indicated that they assumed this responsibility for between 50% and 75% of the school day. All of them indicated that their university supervisor had observed them five, six or seven times. Three of the candidates felt that the quality of feedback received from their cooperating teacher was excellent. The feedback received from the principal or his/her designee was rated as adequate by two candidates. Two of the preservice teachers rated the university supervisor's feedback as "inadequate."

Three of the teacher candidates felt that they had excellent role models in their student teaching experience (other than the cooperating teacher or principal). The ratings on the school setting as a place conducive for student teachers to develop beginning professional skills were diverse -- each candidate rated their school differently, with the ratings ranging from "exceptional" to "excellent" to "adequate" to "inadequate." Each of the four preservice teachers was placed in a different CoTEEP pilot school for their student teaching experience.

Fifty percent of the preservice teachers chose "high understanding" and "moderate understanding" (on a scale of complete, high, moderate, some understanding) when asked the degree to which they felt they acquired insights about teaching as a dynamic profession during their student teaching semester. Three of the candidates indicated that they spend more than 20 hours/week on course-related work, and two indicated that they also held jobs in which they work 1 to 5 hours/week or 11 to 20 hours/week.

While there was no agreement among the preservice teachers on how rigorous their education courses were as compared to courses outside the School of Education, all of the candidates felt that their professional education courses were more time-consuming than those taken in other schools within the university. Two of the teacher candidates felt that the teacher education program made moderate contributions to the development of their academic, scholarly and intellectual qualities, while two of the candidates indicated a high contribution in this area. Two of the four candidates felt that a high contribution was made in the areas of aesthetic, expressive and creative qualities, and critical thinking.

The candidates held differing perceptions regarding the amount of time they spent reviewing research studies during their professional education program -- two indicated that they "sometimes" engaged in this while the other two indicated that they "frequently" engaged in this activity. The same results were found when the candidates were asked how often they were required to engage in library research.

When asked the degree to which various methods were used in their professional education courses, the following responses were provided. Three preservice teachers indicated that lectures and group discussions were used frequently. Two of the candidates indicated that demonstrations, role playing or simulations and case studies or critical incidents were frequently used. Performance measures in a lab or field setting were reportedly used sometimes in classes that three of the teacher candidates participated in, while two of the candidates indicated that student presentations were methods sometimes used in their classes. Two teacher candidates reported that role playing, field trips and guest lectures were rarely used in their professional education classes, and three candidates indicated that computer training was rarely used.

Two of the CoTEEP teacher candidates rated their cooperating teachers in field experiences as the most helpful in modeling the teaching styles and strategies that they wish to emulate. The choice was among the categories "education professions," "other professors," "cooperating teachers in field experiences," and "your elementary or secondary teachers."

The advisor in major field of study, School of Education program advisor, other college instructors, parents/family and friends/classmates were rated as "very helpful" for the quality of academic advice received by two of the four candidates. The latter three sources were rated as only "adequate" by two of the four candidates.

All four of the preservice teachers indicated that they had completed all of their teacher education courses at VCU, however they were not in agreement as to whether they would enroll in their teacher education program if given the chance to do it over again.

When asked to indicate the greatest strength of their teacher education program, the responses were as follows. "The support of a knowledgeable supervisor for student teaching," "the education professors who had several years experience in the classroom," "the actual field placement," and "the supportive educational staff." The most significant limitations of the program were "the student teaching seminar during full-time student teaching," "too few hours/week in the practica," and "more field experiences prior to student teaching." When asked for recommendations for improvement of the program, suggestions were "a laboratory setting for observation and practice," "increase the number of hours/week in practica and add a semester of half-time student teaching before full-time student teaching," "pair supervisors with student teachers based on field placement," and "don't require that any courses be taken during the student teaching semester."

Summary

Preservice teacher participation in CoTEEP increased in 1985-86. Participation occurred in field placement, practica, and student teaching. By Spring, 1986, four students graduated from the collaborative teacher education program. These students had volunteered to participate in the CoTEEP program. All four students had three or four placements at different pilot schools.

Three of the students indicated that teaching was their only choice or first career choice. There was no consensus on preferred type of setting or size of school. All graduates intended to search for a teaching position in Virginia. Career goals included a wide range, i.e. administration, university teaching, coaching, informal instructional leader in a school or specialized school roles.

The degree of confidence in performing 20 specific teaching roles ranged from "little confidence" to "complete confidence." Complete confidence was indicated for establishing effective working relationships with other teachers and school administrators and identifying relative strengths and weaknesses of their own classroom performance by two graduates. Two graduates indicated moderate confidence in 1) maximizing student understanding, 2) working with students with special needs, 3) interpreting information regarding student needs and achievements, and 4) selecting and using instructional materials. Most candidates indicated little or no confidence in being able to use computers for instructional purposes.

Graduates felt the quality of feedback from the cooperating teacher was excellent compared to that of the principal and university supervisor. Role models in the pilot site were rated as excellent, especially that of the cooperating teacher in teaching style and strategies (compared to professors and prior elementary/secondary teachers). However, the School of Education professor was rated most highly for the role of program advisor compared to prior advisors, family, and friends. Each student teacher was placed in a different CoTEEP school and the ratings of the school setting as a place conducive for student teachers ranged from exceptional to excellent to adequate to inadequate. Two graduates felt they had a "high understanding" of teaching as a dynamic profession. It should be noted that three candidates spend more than 20 hours a week on course-related work and two candidates worked 5 hours or 11-20 hours per week during their student teaching.

Graduates cited as strengths of their teacher education program "a knowledgeable university supervisor," "educational professors who had classroom experience," and the "actual field placements." Limitations cited were in relationship to the program structure - i.e. taking courses during student teaching. Suggestions were for more field experience and practica hours prior to student teaching and for student selection of their cooperating teacher.

CHAPTER VI: CoTEEP DISSEMINATION PROCESSES, RECOGNITION, AND PHASE V PLANNING

Dissemination processes were continuous in Phase IV. These activities lead to several state and national presentations, one of which resulted in an award for the Collaborative Teacher Education Program. The project also formally recognized the inservice teacher participants. Program planning for Phase V began in the Fall Planning Committee meetings and became more specific in planning for the role of a CoTEEP lead teacher at pilot sites. Each of these processes will be described.

Dissemination Processes and Recognition

Dissemination processes required materials for project participants and for presentations at several state and national associations. With increased program visibility, recognition was awarded to CoTEEP by the American Association of Colleges of Teacher Education (AACTE).

Dissemination Materials

Dissemination materials consisted of a CoTEEP slide tape, brochures, posters, and prior program documents. These materials were developed for both internal and external use to explain the purpose, functioning, and future directions of the three year project.

Because the project was developing a new relationship between two separate institutions, i.e. collaboration rather than cooperation, the Co-Directors felt the project should have a logo representative of this relationship. Each institution had its own identification symbol which were combined to illustrate a different relationship. Obtaining the permission to use the symbol of each institution in this manner, however, was more difficult. Policies were reviewed and eventually approval granted to use each institution's symbol for a project logo. The logo considered of a series of lines which connected the RPS symbol to the VCU symbol under the title CoTEEP: Collaborative Teacher Education Program. This logo was used on the CoTEEP slide-tape, brochures, and cover of the evaluation reports.

The CoTEEP slide-tape script, written by the Co-Directors spoke to five aspects of the program:

> WHAT Is CoTEEP?
> WHY Was CoTEEP Initiated? (VISION)
> WHO Benefits? (PROGRAM)
> HOW Does CoTEEP Work? (REALITIES)
> WHERE is CoTEEP Going? (POSSIBILITIES AND DIRECTIONS)

CoTEEP was described as two institutions "exploring new ways of working together to improve the education of teachers. The project includes preservice students in University programs, beginning and certified classroom teachers in school-based inservice programs, and university faculty. By working toward collaboration, RPS and VCU have agreed, in effect, to try out new ways of working together for a limited period. These new approaches may differ from existing practices and may even require some changes in politics . . . . The study involves a limited number of RPS schools, VCU faculty, and selected program components of preservice and inservice teacher education." The CoTEEP vision reflects commitments to the developmental nature of becoming a teacher extending from preservice through inservice education; involvement of the school system and the university in the entire process, university faculty and school personnel as teacher educators; and the goal of a coherent, consistent and systematic collaborative program. Programs for preservice and inservice teachers were described. The realities (processes) of CoTEEP were described as the Planning Committee's work, the Site Planning Model, and evaluation. The slide-tape ended by citing a number of possibilities and directions as CoTEEP works toward realizing its "vision of establishing a model for a collaborative teacher education program."

Visuals for the slide-tape consisted of diagrams and numerous photographs of the participants and their activities taken during prior years. The RPS Co-Director scheduled group and individual appointments with the RPS photographer to obtain current photographs. This Co-Director also selected which of the numerous pictures and photographs would be used for the slide-tape, sequenced the slides with the script, and worked closely with the RPS audio-visual personnel in the production and revisions.

Other materials, often used in conjunction with the slide-tape, were posters with pictures of prior activities, poster-diagrams, and brochures which described various program components. Each of these was artistically designed, technically accurate, and professionally executed.

Dissemination Activities

Plans for state and national dissemination were made in the Summer of 1985. Proposals were written for presentations at the Virginia Association of Supervision and Curriculum Development (VASCD), the National Association of Supervision and Curriculum Development (ASCD) and the Association of Teacher Educators (ATE). Each proposal was accepted.

These presentations used the disseminated materials with the oral descriptions. A paper on the evaluation design and formative results was presented at one meeting. Following each meeting, new ideas were developed for future dissemination activities and revisions often occurred.

Dissemination activities were also conducted for the project participants and their sponsoring institutions. The slide-tape was used in project school meetings as an orientation for the entire staff.

Recognition for Program and Inservice Teacher Educators

The Collaborative Teacher Education Program was entered into competition for recognition by the American Association of Colleges of Teacher Education (AACTE). The project, through Phase III, had been presented at the association's annual meeting in 1985. The Co-Directors wrote a five summary and submitted brief program documents as "back up materials" for competition. CoTEEP won the award for Distinguished Achievement in Curriculum in Teacher Education.

In May, 1986, the Co-Directors sent a letter to each Core teacher educator in the six project schools. The letter thanked each of these inservice teachers for their participation in the program during the last two years and recognized their role by presenting them with the CoTEEP Teacher Educator Certificate. Each Certificate of Recognition was "presented to (name) for serving as a Teacher Educator in CoTEEP Collaborative Teacher Education Program 1985-86." The certificate, signed by both Co-Directors, had a graphic image of the Richmond City skyline and the collaborative logo.

Planning for Phase V of CoTEEP

Planning for the last phase of CoTEEP was a continuous process in 1985-86. Phase V originally envisioned that the graduates of the CoTEEP preservice teacher education program would acquire their beginning teaching experiences in the pilot schools. Ideally, they would work in sites where administrators and Core Teachers viewed the first year of teaching as a developmental process and an induction period to the teaching profession.

Developing this aspect of Phase V began in early Fall, 1985, and was further refined and expanded in a later Spring workshop for pilot school administrators. The third planning activity was a survey of the school core teacher educators to identify topics for 1986-87 workshops and other desirable CoTEEP experiences. Each of these will be described.

CoTEEP Graduates as Beginning Teachers

Because CoTEEP was based on the notion that becoming a teacher is an ongoing developmental process, the model called for graduates of the CoTEEP preservice phase to work as beginning teachers in the pilot schools. The pilot schools, by Phase V, would have administrators and core teacher educators committed to teacher development during the provisional period before Virginia teacher certification could be granted. Although a formal induction program was not yet planned, discussion of various means to encourage CoTEEP graduates to apply and be considered for employment by RPS were discussed in the October Planning Committee meeting. The initial step was taken by the Co-Directors.

The Co-Directors notified the Superintendent of RPS of the names of the four VCU undergraduates who completed the CoTEEP preservice program in spring semester, 1986. The April 7, 1986, letter further stated:

> Each student is a successful preservice candidate: each is known to administrators and staff of at least 3 participating schools; and, each is well-qualified to seek employment as a beginning teacher in Richmond Public Schools through customary procedures.
>
> However, in view of the importance of beginning-teacher placements which will support the full development and evaluation of the CoTEEP model, we are calling this matter to your attention for whatever modifications can be made, on a trial basis, in RPS' established hiring procedures.

A copy of the letter was sent also to the Dean of the VCU School of Education.

The Co-Directors met with the four CoTEEP student teachers in late Spring, 1986 to obtain their reactions to the CoTEEP program. During the field experiences, practica, and student teaching phases of their preservice program, each candidate had placements in either 3 or 4 different pilot schools. The candidates were amazed at the obvious differences, but more important, the subtle differences in these pilot schools, all of which were within one school division.

The informal meeting was also to assist these candidates in deciding employment options and describing the process of obtaining a teaching position in RPS if vacancies occurred. The process of seeking employment within RPS was described - the roles of the Personnel Office, the papers and recommendations submitted, the number and type of interviews held, and general criteria a principal uses in recommending to the Personnel Office that a candidate be offered employment. Because these candidates had their preservice experiences in three or four schools, they would be able to determine the "kind" of school in which their educational experiences could enhance the program of that particular school, if a vacancy existed. Because three or four administrators were knowledgeable about these candidates and their developmental stage of becoming a teacher, these administrators might also be able to suggest appropriate non-pilot schools within RPS which did have vacancies.

During the 1985-86 academic year, one student teacher, upon completion of her degree in December, 1985, was hired as a long term substitute. Of the four CoTEEP graduates (all preservice experiences in CoTEEP sites), three sought employment in RPS. One was employed as a beginning teacher at a pilot school. Two others were in the process of seeking employment in RPS as of mid-June, 1986. The fourth candidate was seeking employment in the metropolitan school system of her Virginia home town.

Administrators' Planning for Lead Teachers

Planning for Phase V continued in EDU 681C: Workshop on Working with Master Teachers. This workshop, which met monthly from March through June, was held for administrators of the six pilot schools and the eight Core teachers who had competed the Instructional Leadership seminar. Because of schedule conflicts, only the administrators enrolled in the one-hour graduate credit course. The workshop was directed by the VCU Co-Director and the consultant for the Instructional Leadership seminar. Dr. James Raths, Associate Dean of the College of Education of the University of Illinois, who is well known in teacher education, attended the June meeting. The entire CoTEEP Planning Committee was invited to this last session.

Course Description and Participants

The course was described as "a four session workshop course on working with master teachers designed for CoTEEP . . . . The first two sessions will focus on defining and describing the master teacher and the last two will focus on using master teachers within the school environment." Participants were expected to 1) interact with their colleagues in the planning process, 2) complete the readings (photocopied from ASCD journals) and 3) to attend each session. The schedule was:

March - Defining and Describing the Master Teacher
April - Master Teacher Roles
May - The Site Planning Model and the Master Teacher
June - The Logistics of Working with Master Teachers

Eleven administrators from the CoTEEP Planning Committee enrolled in the workshop course. Two administrators were from the RPS central office (Personnel and Division of Elementary Education), three administrators were pilot site principals, and six administrators were the curriculum specialists in the six pilot schools. Each pilot site was represented by at least one principal or curriculum specialist. All meetings were held at one pilot school.

The Planning Process

The planning process included reviewing pilot site plans made at the Administrator Planning Retreat and the Core Teacher Workshop, and learning of the intent and informal assessment of the Instructional Leadership seminar. In addition, readings in teacher education literature, two lectures by the consultant, statements of RPS policies and written plans by small groups of participants were used. All group plans were presented and revised by the participants and then submitted again for review as consensus emerged. Each of the four sessions will be briefly described.

The March meeting served as an overview and identification of needs and concerns for 1986-87 planning. The consultant briefly described to the administrators the focus of the Instructional Leadership Seminar held for selected teachers from each pilot school. The intent of the seminar was to develop selected teachers who 1) could work with preservice teachers during field experiences, practica, and student teaching, 2) complete a school handbook at each pilot site for preservice teachers' clinical experiences, and 3) learn about clinical supervision by reading two textbooks, viewing video tapes of classroom teaching, and developing classroom observation forms and evaluation forms. The participants also wrote brief essays on characteristics or definitions of "good" or "effective" teaching. The consultant emphasized that the eight core teachers who completed the seminar "learned a lot about instructional leadership" and began initial development of skills.

The intent of the administrator workshop was to have the pilot site administrators plan 1) how they could use the knowledge and developing skills of these Core teachers for teacher education in their schools and 2) how they would relate the role of these teacher educators to RPS programs. The interaction was lively. Initial concerns were: 1) a role definition was essential which delineated power and authority, and 2) teachers' reactions to differentiating between teachers. Consensus was reached that it was worthwhile to differentiate a role of instructional leader, clinical supervisor, teacher educator or some combination of these three and that this role could be "sold" to pilot site teachers.

The April meeting focused on four possible approaches to differentiating teacher education roles of a classroom teacher and "needs vs concerns vs responsibilities of a master teacher." As requested, the observation and evaluation forms developed in the Instructional Leadership seminar were provided in addition to the member's descriptions of effective teacher/teaching. The consultant said these were of interest to the administrators in providing insights to what classroom teachers valued as "good" teaching rather than typical administrative notions of "evaluation" and accountability to various publics.

The consultant provided a brief lecture which distinguished four approaches to differentiating teacher education roles: clinical supervision, coaching, advising-facilitator, and mentoring. Although the participants had read articles on the topics, the consultant also drew from teacher education literature. The clinical supervision role was that of supervisory teacher using a specific sequence of a planning conference; observation focused on "critical classroom incidents;" and feedback conferences which provide descriptive observations, obtaining the supervisee's opinion, consideration of a limited number of alternatives, and suggested specific techniques. The coaching role is assumed by peer teachers, both of whom have been trained in a new method to be applied at the same grade level. One teacher becomes the coach and then they switch roles to facilitate implementation of a new program. The facilitator role focuses on instructional improvement and a teacher viewed as helpful and available is informally selected by a novice after a long process of establishing a relationship. The mentoring role is one which combines clinical supervision, coaching, and advising-facilitator. The mentor is seen as an exceptional teacher by the novice. The intent is to improve instruction but the focus is more on personal needs and career goals. In educational mentoring systems, a novice is assigned to a mentor.

Participants, in small groups, identified "needs vs concerns vs responsibilities of master teacher." These initial concerns were discussed in the large group and then compiled by the consultant for the third meeting. Needs (1 - 3) were: one half day or full day released time each week and training in clinical supervision and coaching. Concerns (1 - 10) were: absence of master teacher from his/her class, acceptance and trust from peers, specifying the target population, and scheduling the master teacher and resources. Responsibilities (1 - 3) were: working with preservice and first year teachers, working with all teachers, and being a "CoTEEP coordinator of core group of master teachers."

The May meeting focused on conceptions of power, authority, and status and developing a job description of a "lead teacher." The lecture on conceptions of power, authority, and status was theoretical with illustrations applied to the context of CoTEEP. The concept of master teacher and lead teacher were distinguished. Two themes were: how do administrators convince others this is worthwhile to do and will the lead teacher accept responsibility? The consultant's interpretation from the "needs vs concerns vs responsibilities of the master teacher" was that the CoTEEP administrators wanted teachers in this new role to have power to perform effectively, but not authority or be viewed as an administrator, and to have status because these individuals would be viewed as exceptional.

The consultant briefly noted that the Carnegie Report, quoted in Education Week (May 21, 1986, pp. 11-18) called the role the workshop members were describing a "lead teacher." To further distinguish the CoTEEP role description, a list of the CoTEEP Targets (identified by all Core teachers) which a lead teacher could successfully perform in 1986-87 was provided. These nine "Targets" involved conducting mini-workshops for field placement/practica students and orientation for practica students, producing a handbook for preservice teachers, clarifying CoTEEP goals with the total pilot school's staff, assisting in developing a school theme, assisting preservice candidates as resource teachers in one-to-one tutoring program, and using VCU as a resource.

A summary of the "Needs vs Concerns vs Responsibilities" developed at the prior meeting was provided for small groups use in developing a job description of the new role. The consultant said that the job description needed to be exact so that the lead teacher understood his/her role and that principals would not move these persons into administrative roles. The lead teacher would focus on instructional improvement and not evaluation. The directions in this task were "how can administrators use lead teachers in integrating the CoTEEP targets of teacher education into the RPS existing policies, interrelationships, and programs?" There should be some aspects of the job description which were common to all pilot schools and other aspects which were selected from a list of possible functions in each pilot site. Furthermore, the consultant stressed that for 1986-87, Core teacher educators after one course in Instructional Leadership were not fully prepared for supervision of tenured teachers nor had they fully developed one-to-one supervisory skills. With a year of internship, they could, through videotaping of classrooms, audiotaping of clinical conferences, keeping a logbook and other activities, develop these skills and others which the administrators desired. With much interaction each small group formulated a job description which was collected for a summary synthesis for the next meeting. The initial concept of a "lead teacher" was enthusiastically endorsed to be reformulated as a job description.

The entire Planning Committee met at the June meeting to finalize the draft job description of a CoTEEP Lead Teacher and plan the next steps with a national consultant, Dr. James Raths. Each school, the RPS central office and the VDE was represented. After an introduction of the guest consultant, the workshop consultant summarized the three prior meetings. The June meeting focused on integrating the lead teacher role into teacher education through CoTEEP rather than "adding" a new function for pilot schools.

The VCU consultant passed out a portion of the text of the Carnegie Report "A system of pay, autonomy, career opportunities." The consultant had selected ten quotes on Lead Teachers from the text. Examples were: "We propose that districts create positions in each school designated as 'lead teacher' who are experienced and highly skilled to take a lead role in guiding the activity of others to improve performance." Lead teachers are highly regarded by their colleagues and possess advanced teacher certificates from the National Board of Professional Standards. Lead teachers would also take collective responsibility for helping colleagues by arranging for coaching, technical assistance, coursework, etc. "What is central is that, by vesting responsibilities for instruction in lead teachers, schools will capitalize on the knowledge and skills of their most capable staff and create a career path worth pursuing." The consultant pointed out the re-interpretations of the administrators in several areas: CoTEEP lead teachers would be qualified through having completed a master's degree, some CoTEEP workshops, and an internship. A CoTEEP lead teacher would have status but not authority and power if these are defined as influence. A CoTEEP lead teacher would assist and guide both preservice and long-term tenured teachers. A CoTEEP lead teacher would provide for the effective teacher an alternative career path instead of leaving education or moving into administrative positions. The VDE representative also noted that a sub-committee of the Governors Commission on Education was discussing differentiated staffing and supported the concept of a National Board of Professional Standards for recognition of differential staffing but not for the initial certification.

The combined draft statement for a CoTEEP Lead Teacher beginning September, 1987, was discussed and revised. The statement gave a description, qualifications, and examples of typical Lead Teacher responsibilities. The group proposed changes to be incorporated in the draft. The description stated:

> The CoTEEP Lead Teacher position is one that provides the career teacher with opportunities to develop leadership skills and to apply those skills with preservice and inservice teachers while continuing with classroom teaching responsibilities. Lead Teachers will have one half day a week released time to devote to their assigned duties.

The qualifications were, as revised, enrolled in or completed a master's degree before assuming the role, minimum of three years of teaching experience, successful completion of Instructional Leadership Course and Lead Teacher Internship, and demonstrated effective communication skills and interest in instructional improvement activities. The possible responsibilities were: serve as a mentor/advisor for teachers, supervise preservice teachers (workshops, orientation sessions, handbook, monitor candidates' growth), provide instructional assistance (inservice, develop materials, chair materials committee), participate in other instructional activities as needed to meet school specific CoTEEP targets, and serve as liaison between CoTEEP and non-CoTEEP faculty.

A description of the CoTEEP Lead Teacher Training, Part II Internship (September, 1986 - June, 1987) was also provided for discussion. The proposed internship is a follow-up to the CoTEEP Instructional Leader course. Qualifications and responsibilities focused on attending 10 seminar meetings, work with one first year teacher and one student teacher or practicum student, conduct inservice workshops for entire staff, orientations for new teachers and VCU preservice teachers, hold CoTEEP informational meetings and implement one CoTEEP building target. Interns would be released from teaching responsibilities one half day per week, keep a log, submit outlines of staff development activities, and videotape 3 planning/feedback sessions.

A number of issues were discussed. It was decided to develop a final job description of a CoTEEP Lead Teacher "after internship was in progress in 1986-87." Suggestions were to request initially one half day per week as a means of keeping "good teachers in the classroom and for professional growth."

For 5 or 6 CoTEEP internships in 1986-87, it would take $27,000 possibly obtained from monies budgeted for substitutes. One issue raised was the relationship of the future CoTEEP Lead Teacher to existing job descriptions of RPS Principal and Curriculum Specialist, although policy statements indicate that the only overlap would be in the area of inservice training. However, the interpretation of policy statements reside within the Principal at building level. Concern was expressed over the reactions of the other 25 elementary schools in the RPS system to a proposal for only the six pilot schools. However, the intent of CoTEEP was to try out new approaches and select those which worked for state and national dissemination and as a model for a possible new specialization in the VCU Curriculum and Instruction M.Ed. program.

The session ended with announcements of the continuation of the Planning Committee meeting periodically during 1986-1987 to plan CoTEEP inservice programs (see below) and to refine the training program and position description of a CoTEEP Lead Teacher. In addition, one Co-Director will offer a workshop on "Working with Preservice Teachers."

The evaluator interviewed Dr. Raths, the VCU consultant and a Co-Director to obtain further insights. The national consultant noted that the group response was "passive," although the VCU consultant described the prior interaction as "they really argued it out" in small groups. A Co-Director suggested the interaction appeared "passive" at this session because of concern by these administrators in initiating a proposal to the RPS central office. Thus, they accepted the idea to draft the final proposal for a CoTEEP Lead Teacher after they have a year of working with the interns.

CoTEEP Inservice Teacher Education Survey

A questionnaire was sent to 74 Core teacher educators in the six pilot schools to obtain preferences for the 1986-87 inservice workshops. The response rate was 33% (N=24). Most respondents were at three elementary pilot schools. The highest interest was for two one-hour credit workshops: Stress Management and Classroom Management. Some interest was indicated for 19 different 3-hour workshops, but there was no consensus. Other preferences were: Instructional Leader Seminar - 10 responses; Lead Teacher Internship - 11 responses, Opportunities to give VCU feedback about preservice teachers - 17 responses, More information about VCU teacher education program - 12 responses, School Theme workshops - 13 responses, One Day Retreat - 18 responses, and More information about CoTEEP - 12 responses.

Of special note is the lack of interest in those topics directly relating to classroom teaching and the high interest in those topics directly relating to teacher education. This pattern, however, is limited to the three pilot schools with the highest response rate.

Summary

In Phase IV, the Collaborative Teacher Education program began dissemination activities. These included developing a logo to represent the new relationship between the two institutions, a slide-tape, and brochures. The slide-tape had a short script appropriate for many audiences which stated goals and processes and cited the participants.

Dissemination activities took the form of three presentations and also served a means by which the Co-Directors verbalized the status of the project with consistent language and acquired feedback information for the developing project. Awareness levels were raised in groups representative of professional associations in teacher education and supervision and within RPS and pilot school personnel.

Recognition was granted to the project by an AACTE Award for Distinguished Achievement in Curriculum in Teacher Education. A CoTEEP Teacher Education Certificate served to increase the awareness level of Core teachers in the pilot schools of a different professional role, i.e. teacher educator.

Planning for Phase V involved assisting the four CoTEEP graduates in gathering information about employment options and describing the process of obtaining a teaching position in RPS if vacancies occurred. One graduate served as a long-term substitute; one graduate was hired for 1986-87; and two graduates were in the application process. Ideally, these teacher candidates would receive their beginning teaching experiences in pilot schools which view the first year as a developmental phase.

The major planning for Phase V developed a draft statement for the position of a CoTEEP lead teacher with a focus on instructional improvement, especially with school-based preservice through beginning teacher education. This would provide a career option for selected classroom teachers interested in remaining in education with an instructional career rather than an administrative career. The group approved the CoTEEP Lead Teacher Training: Part II Internship for next year. The Co-Directors would seek ways to budget for the interns to have periodic one-half day released time from classroom responsibilities for supervised internships. During 1986-87, the Planning Committee would refine the draft job description of the CoTEEP Lead Teacher based on the externship experience.

The planning strategy for the CoTEEP Lead Teacher Training for Phase V differed from prior planning processes. First, this planning process occurred in a one hour graduate credit workshop lead by a VCU consultant rather than by the two Co-Directors. Second, additional input in the form of assigned readings, formal lectures, and a national consultant added to the cognitive processes necessary for planning. Third, there was a systematic attempt to have the resultant plan be realistic by using RPS policy statements and prior planning CoTEEP documents formulated by larger participant groups. Fourth, key participants (site administrators and RPS central office personnel) were involved. Fifth, the planning process was structured: information provided, small group interaction to obtain specific ideas in written format, and consultant written synthesis provided at the next meeting for revision or agreement. This focused and structured process was repeated several times within the four meetings.

A third planning activity was a survey of the Core teachers regarding preferences for workshops in 1986-87. Of special note was the high interest in those activities which directly related to being a teacher educator and providing VCU feedback information about preservice teacher education.

CHAPTER VII: COLLABORATIVE PROCESSES, ACCOMPLISHMENTS, AND IMPLICATIONS

The Richmond City Public School-Virginia Commonwealth University Collaborative Teacher Education Program (CoTEEP) is an innovative collaborative integration of preservice and inservice teacher education. The focus is on the interactions between three groups: Virginia Commonwealth University (VCU) elementary education preservice candidates, university consultants in the Division of Teacher Education, and inservice teachers in six elementary and middle project schools of Richmond City Public Schools (RPS). Phase IV (1985-86) extended the collaborative efforts of RPS and VCU from program components field-tested in Phase II and Phase III to planning and development of school-based preservice and inservice teacher education.

The evaluation design for Phase IV is a case study with five sub-studies: 1) description of planning processes, 2) description of school-based teacher education activities, 3) assessment of inservice teacher education, 4) participation and program assessment by graduating teacher candidates, and 5) description of dissemination and Phase V planning. The purpose is to understand through qualitative and quantitative empirical procedures the complexities of the development of a model of a collaborative teacher education program.

The evaluation for Phase IV is formative. An overview of the design may be found in Chapter 1 and the procedures for each study may be found in Chapters 2, 3, 4, 5, and 6. This chapter summarizes the collaborative processes and accomplishments, and suggests implications for further program development in Phase V, 1986-87.

Collaborative Processes

Major processes or themes in Phase IV encompassed collaborative organizational change, participant program "ownership," awareness of the concept of teacher development, and the enhancement of the interactions between preservice and inservice teachers. Each of these are described below.

Collaborative Organizational Change Processes

Collaborative organizational change processes continued to be implemented. Collaboration suggests that each institution is willing to make internal institutional changes to attain the common goal of teacher effectiveness. These change processes occurred in a milieu of internal organizational changes within each institution. RPS made administrative and program changes as a new Superintendent assumed leadership. VCU developed a fifth year teacher education program within a legislative grant deadline. The School of Education approved 1) an overall 2.5 GPA requirement for admission to teacher preparation and clinical education and 2) administration of a VCU Graduating Teacher Candidate Survey in addition to the Entering Teacher Candidate Survey. Student teacher placement figures for Fall, 1985, Spring, 1986, Fall, 1986 (planned) indicate that RPS participated in preservice teacher education in equitable proportion to the three other school divisions in the immediate region. Thirty-six percent of VCU student teachers were placed in RPS Fall, 1985, 20% in Spring, 1986, and 24% planned for Fall, 1986. A high percentage of these student teachers were placed in CoTEEP schools.

Collaborative organizational change processes also occurred in RPS. Noteworthy were the Administrators Planning Retreat and the Core Teacher Workshop Day, both of which focused on teacher education. Other changes are reported in this chapter.

Participant Program "Ownership"

Teacher education program "ownership" increased in Phase IV. The Administrators Planning Retreat and the Core Teacher Workshop Day were, as one Co-Director said with hindsight, the "two most significant activities this year . . . . This was the point at which ownership began to develop." Ownership was indicated as administrators and inservice teachers planned teacher education activities facilitated by national consultants and used a Site Planning Model. The Site Planning Model required specification of processes and products for targets, activities, and evaluation involving preservice teachers, Core teachers, and the total school.

The claim for program ownership was reflected in surveys. Two-thirds of the administrators and Core teachers indicated in the fall that their ownership in CoTEEP "was extremely high." This finding was reported again in the spring workshop surveys. Further, participants indicated they had clarified their role in CoTEEP. The survey for Phase V workshop selection also indicated a higher preference for those workshops and experiences directly related to being a teacher educator compared to those related to being a classroom teacher.

Awareness of Teacher Developmental Phases

A third process was that of developing an awareness of ongoing teacher development, a concept which underlies the VCU teacher education program. The university program has different expectations for preservice teachers in field experience, practica, and student teaching. This concept was introduced throughout Phase IV in the Administrators Planning Retreat, the Planning Committee meetings, the Instructional Leadership Seminar, and to some extent in the spring Administrators Workshop: Working with the Master Teacher. One

Co-Director described this evolving understanding as a process wherein school-based teacher educators were no longer thinking in terms of preservice teacher education as just "student teaching." Participants now talked in terms of teacher development: field experiences, practica, student teacher, and beginning teacher.

Inservice teacher awareness of teacher development increased in Phase V. Post assessment statements by participants in the Instructional Leadership Seminar seemed to reflect the developmental nature of becoming a teacher with an emphasis on working on 2 or 3 specific areas in clinical supervision at one time. Several statements suggested that respondents could delineate expectations for student teachers within the total process of becoming a teacher. High interest in Phase V workshops on working with preservice candidates at specific developmental stages suggests that awareness had led to a desire to become more involved in the role of teacher educator.

The concept of teacher development also suggests implications for examining the CoTEEP model. Because three or four administrators had knowledge about the developmental stage of the CoTEEP graduates, these administrators could suggest appropriate beginning teacher induction activities if the graduates were employed in RPS in 1986-87.

Quality of Interactions of School-Based Teacher Education

A primary goal of CoTEEP is to enhance the quality of the interactions between preservice and inservice teachers. As one Co-Director expressed it, the "concept of collaboration implies two institutions thinking along the same lines . . . . It's a process that takes a long time." Survey data indicate high participation by inservice teachers in all CoTEEP program components organized by the Planning Committee. However, the interactions sought are those between preservice and inservice teachers. To accomplish this, knowledge of teacher developmental phases, willingness to become involved, i.e. "ownership," and some skills in clinical supervision seem essential. Elements of these aspects were developed in Phase IV and are planned to continue in Phase V.

Informal data suggests that the quality of preservice and inservice teacher interaction was enhanced. The extent of the interactions varied: three schools were actively involved and one in particular initiated preservice teacher activities drawing on school resources and the entire staff. Informed observers noted that the quality of the interactions increased to the level of 3 or 4 on a scale of 1 to 10. It is anticipated that during Phase V, this will dramatically increase as all program components are implemented.

Phase IV: Accomplishments

Below is a list of accomplishments of the Collaborative Teacher Education Program through Phase IV. Many of the processes which resulted in these accomplishments were begun in prior project years or before formal funding of the program. A number of these accomplishments will continue as processes in Phase V, 1986-87. The accomplishments are not listed in any order of priority or importance. The list partially reflects the complexity of organizational change processes to develop a model of a collaborative teacher education program.

1. Collaborative Planning of School-Based Workshop-Seminars.

   School-based workshops were collaboratively planned. Surveys of inservice teachers' interests and preferences were conducted annually, VCU consultants selected, and other aspects organized by the Planning Committee. All workshops were held in the pilot schools. The presence of VCU professors as consultants gave high visibility to university involvement and indicated university support for schooling. Two exemplary practices were: 1) offering 1 hour graduate credit for each 5 week workshop rather than the traditional 3 hour credit for semester courses and 2) scheduling the 5 weeks so as not to coincide with the regular semester which begins and ends when teachers are extremely busy. These practices and the innovative structure of the workshops may account for the high degree of enrollment and participation.

2. Innovative Structure of Workshop-Seminar Series on Trends in Teaching

In Phases II, III, and IV the Workshop-Seminar Series on Trends in Teaching had a similar structure planned by the Planning Committee. Each series was presented by five consultants and, in Phase III, emphasized patterning and problem-solving as a new teaching trend in K-8 language arts, math, science, concept learning, and using the arts in basic skills. The Phase II Series focused on similar topics and Phase IV continued some topics on teaching and included broader aspects such as Time/Stress Management and Reaching Out to Parents.

The general format in each workshop was presentation-demonstration-application-analysis-sharing. Teaching strategies were presented through readings and current research (knowledge) summarized by the consultant and through demonstrations with children (videotaped by consultant). The strategies were analyzed in the workshop, applied by each participant in their own classroom, and critiqued by other participants and the consultant.

The assessments of the workshop-seminar series by inservice teachers has consistently been positive in Phases II, III, and IV. Most teachers gained additional insights about the strategies and felt they would now be better able to supervise and analyze the performance of preservice teachers. Many said they would feel comfortable in sharing these strategies with other teachers.

3. Use of a Site Planning Model for Teacher Education Activities

The Site Planning Model provided a conceptual structure to aid pilot schools in focusing on planning teacher education activities. The model provided for specification of processes and products within the framework of Targets (goals), Activities, and Evaluation. Activities were separated into those for preservice teachers, Core teachers and total school. This model was introduced at both the Administrators Planning Retreat and Core Teachers Workshop Day.

4. Use of National Consultants in Teacher Education

National consultants were used in three planning activities: Administrators Planning Retreat, Core Teacher Workshop Day, and Administrators Workshop: Working with the Master Teachers. These consultants were contacted through university channels and indicated university support for the collaborative program. The use of national consultants facilitated two separate institutions in mutual goal setting, values and role clarification, and program design. Further, the interest of these national consultants with such expertise seemed to indicate that teacher education is an important activity in which schools should become involved and take seriously. The support of national consultants who view teacher education as a long-term process from preservice to professional career teacher would tend to balance the state emphasis on minimum performance indicators for certification.

5. Pilot Schools Tour by Preservice Teachers

The half-hour orientation tour conducted by each school for 33 preservice teachers in clinical education was considered an exemplary practice by the Planning Committee. The overview of 6 schools within one school system helped reinforce the notion of unique school cultures within a single school system and perhaps the initial erosion of prior stereotyped views of schooling held by preservice candidates. In addition, the visit may have fostered a beginning sense of collective professional identify and pride by each school as it prepared to receive novices who might some day enter the profession.

6. Identification, Planning and Participation of Core Teachers

Core teachers interested in becoming teacher educators were identified in prior Phases, however, group identification with CoTEEP was more visible after the Core Teachers Workshop Day. By allowing teachers to spend a school day at a conference center, the school division demonstrated the priority and support for preservice and inservice teacher education. The conference enabled inservice teachers to begin to assimilate the notion of school-based preservice teacher education and the implications for their roles as classroom teachers.

Although the extent of continued participation varied among and within schools, Core teachers at each pilot school met several times in Phase IV. School internal organizational milieu (administrator or faculty changes, middle vs elementary school structure) may explain the differences in participation levels of Core teacher groups. Some Core groups produced handbooks for preservice teachers and planned the orientation programs for the preservice candidate school visitation tour.

7. Instructional Leadership Seminar

The Instructional Leadership Seminar was offered to two teachers per school who were selected according to criteria established by the Planning Committee. The seminar focused on knowledge about clinical supervision and to a much lesser extent the roles of coaching, advising, and mentoring. Inservice teachers wrote definitions of "effective" teaching, developed classroom observation forms, and analyzed videotapes of classroom teaching. Eight Core teachers who completed the seminar developed initial clinical supervisory skills, i.e. analysis of teaching, but did not have an opportunity to apply and refine all skills.

8. University Teacher Education Policy Implementation

In response to school system concerns, the university adopted a "Practicum and Student Teacher Policy and Procedures" policy and established the Office of Director of Undergraduate Clinical Experiences in 1984. The 2.2 GPA for admission to Teacher Preparation was raised to an overall 2.5 GPA for Spring, 1986. Placement figures indicate that each of the four regional school divisions participated in preservice teacher education in equitable proportions.

9. CoTEEP Graduates Plan to Enter Teaching

All four CoTEEP graduates planned to enter the teaching profession. The graduates, who had 3 - 4 placements in the pilot schools appeared to be at different developmental stages as indicated by self-reported confidence levels in 20 different teaching roles. The role models at the site and the quality of cooperating teacher feedback were rated as excellent. Ratings of the pilot sites as a place conducive for learning initial professional skills and roles varied.

An exemplary practice, as reported by graduates, was the use of multiple placements during clinical education. Previous notions regarding schools were questioned and students began to identify the subtle differences among school cultures. A recognition of differences among school cultures could enable graduates to select beginning teacher positions in schools which would enable them to continue their development as a teacher.

10. Administrator Planning Retreat

A key role in the development of school-based teacher education activities, as identified by the Co-Directors, is that of the building administrator. An exemplary practice was the Administrator Planning Retreat with nationally recognized teacher education consultants. The retreat provided basic information about the VCU teacher education program, collaborative organizational changes to date, and characteristics of VCU preservice candidates. More important, perhaps, were the ideas and processes introduced. Ideas were: the concept of teacher development, program "ownership," and the goal "to develop" a collaborative teacher education program in preservice and inservice education. The processes introduced were those of values clarification, questioning stereotyped views regarding higher education and public schools, and site planning.

11. Collaborative Evaluation Planning and Review

The initial evaluation design was developed by a committee of school and university faculty members. Each design was submitted annually to the Planning Committee for suggestions and revised. All instruments were reviewed by committee members and revised. Each report was submitted to school and university reviewers before final production.

Three studies were innovations in the VCU School of Education: the determination of collaborative generic professional knowledge and beliefs objectives for preservice candidates, characteristics of entering teacher candidates, and a preliminary analysis of graduating teacher candidates characteristics. The entering and graduating surveys will be conducted each fall and spring semester and the data stored in mainframe computer files for appropriate analysis when needed.

12. Collaborative Planning to Develop a Model of a Collaborative Teacher Education Program

Collaborative planning began informally with the joint RPS-VCU establishment of a Planning Committee. The purpose of this committee was to identify mutual goals and concerns, and to develop a comprehensive teacher education program which encompassed both preservice and inservice education. The Planning Committee met monthly from 1982 through January, 1986. Meetings continued on a regular schedule in 1986 and are scheduled for 1987. Members include RPS central office administrators, administrators and teachers from each of the six pilot schools, VCU Division of Teacher Education faculty members, a representative of the Virginia Department of Education, the Co-Directors and the Evaluation Specialist as ex-officio.

All participants view the planning as a collaborative effort. The meetings are rotated among the six schools. Any member may suggest agenda items; issues and concerns are discussed openly; decisions are made by consensus.

13. Co-Directors Committed to the Same Goal

An exemplary practice in collaborative planning and program development is that of having two directors, one from each organization. Each director knows the formal and informal power structure and organizational processes within their own institution. Each director knows the resources and opportunities which could be utilized for program development. Each director knows the language, i.e. theoretical vs. practical, of the different participants.

One of the intrinsic strengths of the project is the excellent working relationship between the two Co-Directors. This phenomenon has been both recognized and specifically commented on by the Superintendent of Richmond Schools, VCU Provost, VCU School of Education Acting Dean, all national consultants, and observers and audiences at presentations.

Of equal importance to the Co-Director's working relationship is the fact that each director is committed to the same goal. Commitment to the same goal evolved from prior relationships, activities, and a history of similar concerns. These Co-Directors had attended the same teacher education conference years before project funding. Each Director is a highly skilled professional who brings a different expertise to the program development process. From a practical perspective, having two directors is essential in regard to the time required to bring about collaborative organizational changes. If one director must spend time on specific tasks or resolving unexpected and unanticipated difficulties, the other director is able to maintain the momentum of program program development.

14. Key Administrator Early Commitment to Collaborative Change

An important aspect of collaboration is the commitment of key administrators (i.e. school superintendent and university dean) to collaborative change prior to program development. Informal agreements become translated into allocation of the resources of each organization and into policy changes. Commitment by each administrator also suggests a willingness by such administrators to listen to suggested directions which collaboration might take.

15. Phase V Planning Strategy

The Phase V planning strategy differed from approaches in prior project years. The planning process was lead by a VCU consultant, rather than the Co-Directors, with major participants in a one hour graduate workshop. In addition, the planning process was structured by providing information, structured small group interaction, consultant written synthesis, and then decision-making with recording keeping.

16. Dissemination Activities

Dissemination activities were initiated in Phase IV. Dissemination took the form of developing a logo, publishing brochures, making a slide-tape presentation of the program, and presenting at three conferences: VASCD, ASCD, and ATE. Dissemination became a means to acquire feedback information for program development. Visibility was established within each organization and in professional associations in teacher education and supervision.

17. Recognition to Core Teachers

A CoTEEP Teacher Education Certificate was presented to each Core Teacher in recognition of their new role. The certificate indicates that the new role, i.e. teacher educator, is qualitatively different from that of classroom teacher.

18. Award: Distinguished Achievement in Curriculum in Teacher Education

The award for Distinguished Achievement in Curriculum in Teacher Education was granted by AACTE. The collaborative program was presented by a panel of participants the previous year at the national association meeting. Papers and documents were submitted for the 1985-86 competition.

Implications for Phase V

A frequently used program development model is that of planning-development-implementation-institutionalization. The findings suggest that the collaborative teacher education program has been planned (Phases I and II) and most program components are developed (Phases III and IV). Phase V can move more into implementation with less emphasis on planning and development and more emphasis on refinement for possible institutionalization. The following recommendations and implications are suggested.

1. Continued monitoring and follow-up by Co-Directors to identify needs in school-based teacher education activities

As more school-based teacher education activities are developed, pilot school administrators may need assistance and support in developing program ownership. For example, pilot schools could develop a list of specific teacher education activities which are appropriate for the total staff and for Core teachers. These activities could be further detailed in terms of preservice teacher development, i.e. activities appropriate for field experiences, for practica, and for student teaching.

2. Continuous orientation of inservice teachers to the program

Because school faculties are constantly "in flux," new participants need to be identified and oriented to major program components and the concepts underlying collaborative teacher education.

3. Integration of role of teacher educator with the role of classroom teacher in RPS programs

The draft proposal of "lead teacher" needs to be revised based on the experiences of the Lead Teacher Training Part II: Internship. Methods to institutionalize lead teachers within RPS need to be explored. The internship experiences need to relate teacher education activities to ongoing RPS policies and instructional programs. The practice of granting a Teacher Educator Certificate of Recognition should be continued.

4. Feedback processes regarding the VCU teacher education program

Feedback processes from school-based teacher education activities need to be developed and implemented. The feedback processes should be integrated into the RPS teacher education activities. It is suggested that the feedback provided by RPS teacher educators be based on accurate information and a realistic awareness of changes possible within the VCU program.

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APPENDICES

ADMINISTRATOR PLANNING RETREAT QUESTIONNAIRE

August 1985

Please complete each question by checking the appropriate parentheses.

1.0 CONTEXT

1.1 ( ) ( ) ( ) ( ) ( ) ( )

started very much above my level of information	started very much below my level of information

1.2 ( ) ( ) ( ) ( ) ( ) ( )

advanced materials and planning excellent	advanced materials and planning very poor

2.0 PROCESS

2.1 ( ) ( ) ( ) ( ) ( ) ( )

opportunities to express my concerns was very abundant	little or no opportunities to express my concerns

2.2 ( ) ( ) ( ) ( ) ( ) ( )

I used the opportunities well to express my concerns	I used the opportunities to express my concerns

2.3 ( ) ( ) ( ) ( ) ( ) ( )

retreat was very responsive to my individual needs	retreat was never responsive to my individual needs

2.4 ( ) ( ) ( ) ( ) ( ) ( )

the content presented has greatly increased my knowledge of CoTEEP	the content presented has taught me nothing new about CoTEEP

3.0 PRODUCTS: Regarding the five retreat "TARGETS" . . .

3.1 ( ) ( ) ( ) ( ) ( ) ( )

surveyed current perceptions very well	did not ever survey current perceptions

3.2 ( ) ( ) ( ) ( ) ( ) ( )

collectively shared written plans very well	never shared or was very poor at sharing collective plans

3.3 ( ) ( ) ( ) ( ) ( ) ( )

involved participants well in project team building	never involved participants in project team building

3.4 ( ) ( ) ( ) ( ) ( ) ( )

structured school site planning well	structured school site planning poorly

3.5 ( ) ( ) ( ) ( ) ( ) ( )

greatly increased my ownership in CoTEEP	greatly decreased my ownership in CoTEEP

3.6 ( ) ( ) ( ) ( ) ( ) ( )

as a result of the retreat, I now understand well where I fit into CoTEEP	as a result of the retreat, I still do not understand where I can fit in to CoTEEP

4.0 SENTENCE COMPLETION

4.1 For me to implement CoTEEP in my school, I need . . .

____

____

____

4.2 The retreat would have been better if . . .

____

____

____

4.3 The best part of the retreat was . . .

____

____

____

5.0 **OVERALL, MY SATISFACTION WITH THIS CoTEEP RETREAT HAS BEEN . . .**

( )　( )　( )　( )　( )　( )

very high　　　　　　　　　　**very low**

6.0 SUGGESTIONS . . .

Thank you for your responses!

TEACHER CORE WORKSHOP QUESTIONNAIRE

October 1985

1.0 CONTEXT

	(1)	(2)	(3)	(4)	(5)
1.1	( )	( )	( )	( )	( )
	started very much above my level of information			started very much below my level of information	
1.2	( )	( )	( )	( )	( )
	advanced materials and planning were excellent			advance materials and planning were very poor	

2.0 PROCESS

	(1)	(2)	(3)	(4)	(5)
2.1	( )	( )	( )	( )	( )
	opportunities to constructively plan were very abundant			little or no opportunities to constructively plan	
2.2	( )	( )	( )	( )	( )
	I used the opportunities well to explore my role and express my concerns			I did not use the opportunities to express my concerns or explore my role	
2.3	( )	( )	( )	( )	( )
	conference was very responsive to my individual needs			conference was never responsive to my individual needs	
2.4	( )	( )	( )	( )	( )
	the content presented very much helped me in applying CoTEEP back in my school			the content presented did not help me at all in applying CoTEEP back back in my school	

3.0 PRODUCTS: Regarding the five conference objectives:

	(1)	(2)	(3)	(4)	(5)
3.1	( )	( )	( )	( )	( )
	I have gained a much better understanding and appreciation for the project			I have not gained any appreciation for the project at all	
3.2	( )	( )	( )	( )	( )
	our school has been able to very much refine and elaborate our school plan			our school has made no progress on o[illegible]ial plan	
3.3	( )	( )	( )	( )	( )
	after today, I feel my role is appropriately defined			after today, I feel my role is still without definition	
3.4	( )	( )	( )	( )	( )
	my ownership in CoTEEP is extremely high			my ownership in CoTEEP is extremely low	
3.5	( )	( )	( )	( )	( )
	our core group has been able to develop a very workable plan for communicating CoTEEP within our school			our core group has not been able to develop a very workable plan for communicating CoTEEP within our school	
3.6	( )	( )	( )	( )	( )
	as a result of today, I now feel very comfortable about how I fit into CoTEEP			as a result of today, I feel I I have made no progress/still feel very uncomfortable	

4.1 The conference would have been better for me if . . .

4.2 The best part of the conference was . . .

4.3 I still have concerns about . . .

4.4 My first task when I return to my school and apply CoTEEP will be . . .

4.5 Realistically, I see the implementation of CoTEEP in the next four months as . . .

5.0 OVERALL, MY SATISFACTION WITH THIS CoTEEP CONFERENCE HAS BEEN . . .

(1)	(2)	(3)	(4)	(5)
( )	( )	( )	( )	( )
very high				very low

6.0 Suggestions or other comments:

CONSULTANT INTERVIEW SCHEDULE

Name: ______________________________

Date: ______________________________

Time: ______________________________

Place: ______________________________

Introduction: The CoTEEP project is interested in knowing how you feel about the workshop seminar series, the participants in the workshop, the format you are using to teach the workshop, and the content you are teaching.

1. Please "step through" the workshop you are teaching session by session so that I have an idea of how you structured your workshop.

2. What kinds of information do you hope to get across in your workshop?

3. Did you notice anything about the workshop that might have affected the in which those enrolled in the workshop participated?

4. What kinds of activities and assignments did you provide/require of the participants?

5. How would you assess the performance of the participants at this point in the workshop?

6. What do you expect the participants to be able to do or know when they have completed your workshop?

7. How will you assess each participant's performance?

Instructional Leadership Seminar
Attitude Survey II

Student # (Social Security Number) ______________________

Directions: Please complete these open-ended statements as part of the Instructional Leadership Seminar. This survey focuses on your attitudes, feelings, and perceptions which relate to instructional leadership. It is expected that you already have definite attitudes; however, there is no "correct" or "incorrect" response. If additional space is needed, please use the reverse side of the page.

All responses are confidential. Do not place your name on this questionnaire.

The example below illustrates the range of possible attitudes and feelings in a supervisory situation.

Example: When the principal questions my judgment, I feel 1. that he may have a valid viewpoint because . . . 2. threatened to tears because . . . 3. relieved that he is concerned, but I feel . . . 4. that he does not understand the situation; however, I think . . .

1. Maintaining classroom discipline to me is ______________________

____

____

______________________.

2. When I work with peer teachers on a committee, I feel ______________________

____

____

______________________.

3. I think of a supervisory conference as ______________________

____

____

______________________.

4. When I hear of teaching being called a profession, my opinion is ________

____

____

____.

5. When a colleague gives me advice, I think that he/she is really telling me

____

____

____

____.

Imagine that you have had experiences in the following hypothetical situations.

6. I am a department chair. When I evaluate my colleagues, I feel ________

____

____

____.

7. When I observe a lesson by a peer or student teacher, I tend to note ____

____

____

____.

8. When giving feedback to a student teacher after observing him/her teach a lesson, I ________________________________

____

____

____.

9. When the university supervisor comes to observe my student teacher, I feel ____

____

____

____.

10. If I recommend that my student teacher receive a C, I would feel ________

____

____

____.

11. If the university supervisor felt that my student teacher deserved a C, but I believed that he/she deserved an A, I would feel ________________

____

____

____.

ASSESSMENT OF CoTEEP WORKSHOP-SEMINAR SERIES
SPRING, 1986

Your responses to this questionnaire will help evaluate the workshop-seminars of the Collaborative Teacher Education Project (CoTEEP) and help determine the activities for next year. There are no right or wrong answers. All information will be kept confidential. Thank you for your cooperation.

I am completing this questionnaire for Workshop-Seminar: ____________________
(write in name)

Check highest degree. ____ Bachelor's degree
____ Master's in __________
____ Advanced Certificate in __________

My last graduate course in education was taken in __________ (year).

My current teaching assignment is ____.
(grade and/or subject/program)

I supervised VCU practicum and/or field placement students during the last three years (check one).

______ Yes ______ No

I supervised a student teacher during the last three years (check one).

______ Yes ______ No

For each of the following statements, please check the column which most closely represents your opinion. The term "consultant" refers to the university professors who participated in the workshop-seminar. The term "preservice teacher" refers to any VCU field placement, practicum or student teacher.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I enjoyed taking a university course with only Richmond City teachers.				
2.	Taking the workshop-seminar with other teachers from my building was beneficial to me. (Leave blank if not applicable.)				
3.	My building administrator(s) was (were) interested in what I was doing in the workshop-seminar.				
4.	The workshop-seminar started very much above my level of information.				
5.	Advanced materials and plans were excellent.				
6.	Workshop was responsible to my individual needs.				
7.	Workshop was relevant to my professional role.				
8.	The workshop-seminar met my expectations.				
9.	I have more knowledge about some recent educational trends because of the workshop-seminar.				
10.	The strategies presented by the consultants were "new" to me.				
11.	I gained additional insights about myself as a professional teacher from the workshop-seminar.				
12.	I discussed some of the strategies with teachers not in the workshop.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
13. I shared some of the consultants' passouts with teachers not in the workshop.				
14. I discussed with an administrator or team leader ways to share with other teachers what I learned.				
15. This workshop-seminar will enable me to better supervise preservice teachers.				
16. I feel more comfortable in analyzing a preservice teacher's performance after this workshop.				
17. I feel comfortable in sharing these strategies with my fellow teachers.				
18. I feel comfortable in sharing these strategies with preservice teachers.				
19. I feel comfortable in sharing these strategies with my building administrators.				
20. The strategies are applicable at my school.				
21. My ownership in CoTEEP is high.				
22. As a result of taking this workshop, I now feel very comfortable about my participation in CoTEEP.				

23. If short, follow-up workshop-seminars are held next year, which topics would you attend? (Check as many as you are interested in.)

______ teaching writing across content areas
______ mathematics
______ basic skills through the arts
______ integrating reading and writing
______ working with slow learners
______ science
______ reaching out to parents
______ effective classroom management
______ time/stress management
______ remediation into action in your classroom
______ instructional leadership seminar
______ master teacher seminar
______ leadership in working with master teachers
______ children's literature for the exceptional child (slow learner to gifted)
______ a topic identified by the CoTEEP core at my school
______ other: ____

24. Other CoTEEP workshops I have attended in the past: (check as many as apply)

______ Trends in teaching 1983-1984
______ Trends in teaching 1984-1985
______ Instructional Leadership Seminar
______ Richmond City Schools overnight administrators planning retreat
______ Richmond city teachers planning workshop day
______ Reaching out to parents (Dr. Alice Pieper)
______ Effective classroom management (Dr. Daisy Reed)
______ Time/Stress management (Dr. Napoleon Peoples)
______ Remediation into action into your classroom (Dr. Pat Duncan)
______ Leadership in working with master teachers (Drs. Mike Davis and Esther Zaret)

25. Other CoTEEP Workshops I will attend this year (check as many as apply).

______ Reaching out to parents (Dr. Alice Pieper)
______ Effective classroom management (Dr. Daisy Reed)
______ Time/Stress management (Dr. Napoleon Peoples)
______ Remediation into action in your classroom (Dr. Pat Duncan)
______ Leadership in working with master teachers (Drs. Mike Davis and Esther Zaret)

26. The most beneficial aspect of this workshop was:

27. Suggestions for improving this workshop:

SCHOOL-BASED TEACHER EDUCATION ACTIVITIES QUESTIONNAIRE

MEMO TO: An Administrator of A School
B School
C School
D School
E School
F School

FROM: Sally Schumacher
CoTEEP Evaluation Specialist

RE: Evaluation of CoTEEP School Planning and Activities, 1985-1986

Attached is a two page questionnaire to document the progress made toward implementing your school plans made at the August Planning Retreat and other CoTEEP activities in which your school participated.

The first page (items 1-6) and the items 8 and 9 on the second page are common questions for all schools. Question 7 on page 2, unique to each school, is based on the plans made at the Moton Conference, and discussed during the Planning Committee meetings last fall. Much of this is to maintain a record of the project.

Please complete the questionnaire during the Planning Committee meeting. It should not take more than 10 minutes of your time!

Thank you, in advance, for your cooperation, your time.

CoTEEP QUESTIONNAIRE
SCHOOL SITE ACTIVITIES
1985-1986
(May, 1986)

Below are the activities which were planned for your school during 1985-1986 at the August Planning Retreat. Please write a brief statement of progress toward implementing these plans and other CoTEEP activities in which the school participated.

GENERAL

1. Did administrators and faculty from your school participate in the Moton Conference Planning Retreat (August, 1985)? Check one.

   ______ Yes ______ No

   If yes, how many attended from your school? ______

2. Did faculty from your school participate in the Teachers' Planning Day (October, 1985)? Check one.

   ______ Yes ______ No

   If yes, how many attended from your school? ______

3. Did a representative(s) of your school regularly attend the monthly CoTEEP Planning Meetings in 1985-86? Check one.

   ______ Yes ______ No

4. Did your school representative(s) also serve on a sub-committee of the CoTEEP Planning Committee in 1985-86?

   ______ Yes ______ No

5. How often did your CoTEEP Teacher Core meet during 1985-86? Check one.

   ______ not at all
   ______ once
   ______ twice
   ______ three times
   ______ four times
   ______ more than four times

6. Did you or any of your faculty participate in the following CoTEEP Workshop-Seminar Series for 1985-86? Check as many as apply.

Workshop-Seminar	YES	NO
Instructional Leader	______	______
Reaching Out to Parents	______	______
Effective Classroom Management	______	______
How to Get It All Done: Time/ Stress Management	______	______
Remediation Into Action In Your Classroom	______	______
Leadership in Working with Master Teachers	______	______

SCHOOL SPECIFIC - A

7. Below are the school activities planned at the August Retreat. Briefly summarize what was done for each objective/activity.

    a. Report the Planning Retreat and other information to the Teacher Core.

    b. Encourage Teacher Core to re-read materials.

    c. Brainstorm with Teacher Core regarding strategies and activities.

    d. Report brainstorming results to the CoTEEP Planning Committee.

8. What other CoTEEP activities did your school implement during 1985-86?

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

9. List suggestions you have for CoTEEP Teacher Core activities, including any which would involve the entire faculty, for 1986-1987.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

SCHOOL SPECIFIC - B

7. Below are the school activities planned at the August Retreat. Briefly summarize what was done for each objective/activity.

   a. Have orientation for Teacher Core group.

   b. Plan action program - preservice teachers orientation to school.

   c. Encourage teacher participation in CoTEEP courses.

   d. Encourage teacher usage of university facilities and consultant interaction.

   e. Assign preservice teachers to special activities, i.e. computer.

   f. Monitor progress and evaluate.

   g. Make special school handbook for preservice teachers.

8. What other CoTEEP activities did your school implement during 1985-1986?

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

9. List suggestions you have for CoTEEP Teacher Core activities, including any which would involve the entire faculty, for 1986-1987.

   a. ____________________

   b. ____________________

   c. ____________________

SCHOOL SPECIFIC - C

7. Below are the school activities planned at the August Retreat. Briefly summarize what was done for each objective/activity.

   a. Establish common school goals for CoTEEP.

   b. Recruit CoTEEP Teacher Core with 5 qualities.

   c. Keep total staff informed of CoTEEP activities.

   d. Define role of school agencies (VH, VUU, VCU, etc.)

   e. Identify and understand different components of preservice program: foundations, clinical teacher education (field placement, practicum), student teaching.

8. What other CoTEEP activities did your school implement during 1985-1986?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

9. List suggestions you have for CoTEEP Teacher Core activities, including any involving the entire school, for 1986-1987.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

SCHOOL SPECIFIC - D

7. Below are the school activities planned at the August Retreat. Briefly summarize what was done for each objective/activity.

   a. Clarify CoTEEP goals with total staff.

   b. Build commitment to CoTEEP in Teacher Core group.

   c. Develop a school theme with VCU resources/workshops.

8. What other CoTEEP activities did your school implement during 1985-1986?

   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________

9. List suggestions you have for CoTEEP Teacher Core activities, including any involving the entire school, for 1986-1987.

   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________

SCHOOL SPECIFIC - E

7. Below are the school activities planned at the August Retreat. Briefly summarize what was done for each objective/activity.

    a. Clarify CoTEEP goals to entire faculty.

    b. Select Core group of teachers.

    c. Provide orientation sessions for Teacher Core group.

    d. Identify expectations of CoTEEP for entire staff.

    e. Continue active planning.

8. What other CoTEEP activities did your school implement during 1985-1986?

    a. ____________________

    b. ____________________

    c. ____________________

    d. ____________________

    e. ____________________

9. List suggestions you have for CoTEEP Teacher Core activities, including any which would involve the entire faculty, for 1986-1987.

    a. ____________________

    b. ____________________

    c. ____________________

    d. ____________________

    e. ____________________

SCHOOL SPECIFIC - F

7. Below are the school activities planned at the August Retreat. Briefly summarize what was done for each objective/activity.

   a. Core-group orientation to clarify goals and objectives.

   b. Plan program of action for CoTEEP students for the year, i.e. orientation, special assignments (tutors, lab monitors).

   c. Utilize teacher participants as resources.

   d. Increase teacher involvement in course offerings.

   e. Seek teacher use of VCU facilities and services, e.g. library, library card, teacher resource center.

8. What other CoTEEP activities did your school implement during 1985-1986?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

9. List suggestions you have for CoTEEP Teacher Core activities, including any which would involve the entire faculty, for 1986-1987.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

CO-DIRECTORS ETHNOGRAPHIC INTERVIEW GUIDE

June, 1986

Name: ____________________

Date: ____________________

Time: ____________________

Place: ____________________

Introduction: The project will be moving into its last year of implementation in 1986-87. We are trying to get an overall "feel" and "sensitivity" for what has happened this year and what directions you see the project taking next year.

Pilot Schools' Direction and Participation in Preservice Education

1. One of the concerns which was identified at the end of last year was the lack of direction and involvement by the schools in preservice education.

    a. Do you sense any changes at the end of this year? If so, can you describe them to us.

    b. What so you think brought about these changes?
    prompt: Administrator Retreat, Teacher Workshop, Working with Master Teachers Seminar, etc.

2. How would you describe each schools' level of participation in preservice education?

    prompt: awareness, minimal, participation, active enthusiastic participation, initiates new ways to work with preservice teachers

    prompt: do each school

3. Why would you say some schools are more involved than others?

Quality of Preservice Teacher Education

4. Do you have any sense of the quality of the preservice teacher education in the 6 schools?
   prompt: what did the graduating seniors share with you at the breakfast with the Co-Directors?

5. Do you sense that the overall quality of working with preservice teachers has changed? If so, how has it changed?

   Do the changes seem to center on the field experiences, the practicums, or the student teaching semester?
   prompt: field experience bus tour of RPS

Unanticipated Effects/Consequences

6. Several events occurred about January and February such as the decision to not have monthly Planning Committee Meetings, a Co-Director's illness, etc. We were wondering if these events had any consequences on the momentum of the project?

7. There have been several outside consultants involved in the project such as Richard Kunkel and now Jim Raths is coming. What effect do you think the use of outside consultants has been in furthering the project along?

Co-Directors' Letter re: CoTEEP Graduates

8. Do you know of any response to the Co-Director's letters to the Superintendent about the graduating CoTEEP students?
   prompt: Carver employed graduate? Bellevue?

Effect of Preservice Teachers in 6 Project Schools

9. RPS placed 36% of our student teachers last fall of which half were in CoTEEP schools (10) and this spring placed 20% of VCU's student teachers of which 39% were in CoTEEP schools (7). We were wondering what the effect of having these preservice teachers in the schools has had, as far as you can tell?

Accomplishments in Phase IV

10. What would you say are the most important accomplishments of the project this year?

Directions for Next Year

11. What direction do you think the project should take next year?
    prompt: needs, plans

SUMMARY OBSERVATIONS OF INTERVIEW